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ABSTRACT

This volume presents in one collection a systematic inventory of research and analytic procedures appropriate for generating information on knowledge production, diffusion, and utilization, gathered by the University of Pittsburgh Program for the Study of Knowledge Use. The main concern is with those procedures that focus on the utilization of knowledge by policymakers and practitioners. The aim was to select research instruments with maximum relevance to methodological problems. A documentary and archival search was narrowed to 64 procedures that were compared, contrasted, and assessed in accordance with a standardized abstracting procedure. Each abstract provides a general information profile including (1) author, (2) availability, (3) purpose, (4) variables, (5) description, (6) development, (7) reliability/validity, (8) administration, and (9) sources. In addition, study designs were investigated in terms of employer procedures. Where possible, a study profile describing the unit of analysis, sampling procedure, type of design, research methods, practice area or population, definition of knowledge use, and other key methodological issues was constructed. General information profiles were limited to procedures that satisfied the criteria of reproducibility and face relevance to knowledge use. (Author/PN)

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METHODOLOGICAL RESEARCH ON KNOWLEDGE USE AND SCHOOL IMPROVEMENT

Volume III: Measuring Knowledge Use: A Procedural Inventory

August 1982

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MEASURING KNOWLEDGE USE:
A PROCEDURAL INVENTORY

William N. Dunn
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INTRODUCTION

1.1 Purpose of Procedural Inventory

The primary purpose of this Volume is to present in one collection a systematic inventory of research and analytic procedures appropriate for generating information on knowledge production, diffusion, and utilization. Our main concern has been with those procedures that focus on the utilization of knowledge by policymakers and practitioners.

As an area of scientific inquiry and professional practice "knowledge use" has grown in scope and importance over the last ten years. Practitioners and academics alike have come to recognize the urgency of examining the knowledge-bases which underlie policies and programs in the realms of public (governmental) activities as well as private business. While this interest has sprung from--and been applied to--many substantive areas, the field of education has been a particularly rich source of information and insights. Educators have had a long and fruitful history of experimentation and innovation, as they have attempted to improve the processes whereby the cumulative growth of knowledge is passed from generation to generation.

Attempts over the last ten years to specify, measure, and assess various aspects of the knowledge production and use have become increasingly numerous. In general, such studies have evidenced wide variations is purpose, structure, analytic focus, and theoretical underpinnings. In large measure, this variation may be understood by considering knowledge utilization as an emerging field of study in its

own right. As defined by Mullins and others,[1] emerging study areas--those which begin to focus on a common set of problems and over time begin to share a common set of assumptions and operational techniques--tend in early stages of their development to be characterized by unclear terminology and a tendency for those working in the area to regard it as "fluid, with shifting boundaries."[2] Thus, while knowledge use is a field whose substance and boundaries are likely to solidify in coming years, there is today considerable ambiguity in its core assumptions and goals.[3] For this reason, among others, it seems to us imperative to assess research procedures in a systematic and coherent way. This volume represents, as far as we are aware, one of the few attempts to address this task.

1.2 Sampling Procedures

The original objective for this phase of the project was to focus on research instruments--more or less carefully calibrated procedures designed to measure properties whose meanings have been defined in advance by researchers. Early in the project, however, it became clear that an exclusive focus on this objective would eliminate a great number of research procedures, particularly in the area of qualitative methodology,

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[1] Nicholas Mullins. Theory and Theory Group Construction. New York: Harper and Row, 1973.

[2] Anthony, L.H., H. East and M. Slater, "The Growth of the Literature of Physics," Reports on Progress in Physics, 32 (1969):731.

[3] Carol Weiss has characterized the field as conceptually "soggy" (Using Social Research in Public Policy Making; Lexington, MA: D.C. Heath, 1977:11). Nelson and Winter refer to the "tangled literature" of the field which makes it difficult to arrive at criteria for defining knowledge use as a dependent variable. See R.R. Nelson and S.G. Winter, "In Search of Useful Theory of Innovation." Research Policy, 6, 1(1977); and Gerald Zaltman "Construing Knowledge Use," Volume II of this report.

which are important elements of the content and evolution of the field.

The sampling procedure used to select methods and techniques grew out of consultations with members of our national advisory network which includes leading experts on knowledge use. In addition, searches were made of the Social Science Periodical Index and the Social Science Citation Index. We also examined existing bibiligraphical on knowledge transfer and planned change compiled by the National Institute of Mental Health in conjunction with the Human Interaction Research Institute. Finally, a computerized bibliographic search was conducted through the Social Sciences Information Utilization Laboratory at the University of Pittsburgh. This search included items which appeared between 1969 and the present in the Current Index to Journals in Education.[4]

As initial sampling began to identify procedures for potential inclusion, we utilized snowball sampling to contact additional researchers. The final number of candidate procedures was approximately 200, of which a small number were eliminated because they were dated or because there was not sufficient information to describe them to others.

1.3 Format for Procedures

The documentary and archival search, together with inquiries to investigators, yielded a pool of some two-hundred candidate procedures. Our aim was to select from this pool a subset with maximum relevance to methodological problems addressed in the project. The original set of candidate procedures was eventually narrowed to sixty-four procedures that were compared, contrasted, and assessed in accordance with a standardized abstracting procedure. Each abstract provides a general

[4]CIJE is produced by the Education Resources Information Center of the National Institute of Education.

information profile[5] including author, availability, purpose, variables, description, development, reliability/validity, and administration.

1.4 Format and Criteria for Study Profiles

In addition, we wished to investigate the study designs in terms of which procedures were employed. For this purpose we constructed, where possible, a study profile[6] describing the unit of analysis, sampling procedure, type of design, research methods, practice area or population, definition of knowledge use, and other key methodological characteristics.

Study profiles were almost entirely limited to major studies of knowledge use identified in the course of the project, since it was less manageable to examine the characteristics of study designs which yielded new or promising procedures (e.g., cognitive mapping techniques) but which were not expressly directed at the conceptualization and measurement of knowledge use. General information profiles were limited to procedures that satisfied two criteria: reproducibility and face relevance to knowledge use.

The criteria of reproducibility required that a given procedure be sufficiently specific, regular, and orderly that its steps may be repeated by some other investigator. By applying this criterion of inclusion we were forced to abandon a large number of procedures. In some instances--especially those involving qualitative methods--researchers have explicitly challenged or disavowed the appropriateness of reproducibility as a criterion.

The second criterion--face relevance to the study of knowledge use--required judgments about the conceptualization of knowledge and its uses.

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[5] See Volume I, Appendix B.

[6] See Volume I, Appendix C.

Here we were guided by general considerations that procedures should permit the acquisition of information about multiple dimensions of knowledge use; that procedures should be appropriate for investigating alternative theories; and that procedures should somehow elicit information about cognitive properties, since it is this feature that provides the field with a unique purpose and identity. The criterion of face relevance, when applied to research on knowledge use proper, resulted in the inclusion of some fifty-five procedures. Additional procedures were included as relevant, even though they had not been developed or used by researchers who consider themselves part of the field.

INTERACTION PROCESS ANALYSIS

AUTHOR: Robert F. Bales

AVAILABILITY: Bales, Robert F. Personality and Human Behavior. New York: Holt, Rinehart and Winston, 1970.

PURPOSE: The Interaction Process Analysis is a system for assessing "... basic structure characteristics and dynamic processes [found] in small groups...." (p. 110).

VARIABLES: The observer coding system measures twelve variables in group processes: solidarity, tension release, Agreement Giving Suggestion, giving opinion, asking for orientation, asking for opinion, Asking for Suggestion, Disagreement, Showing Tension, and Showing Antagonism.

DESCRIPTION: Coding Sheets with each of the twelve variables listed above including explicit descriptions are used to observe and categorize behavior of individuals in group settings.

DEVELOPMENT: Robert Bales first developed this system and subsequent analytic routines in the late 1940's in an effort "to develop a context-free instrument" with which to study attitudes and behaviors of individuals in group settings.

RELIABILITY/ VALIDITY: Test-retest reliability of .41 for a median significant r was reported in three-five person situations.

Construct validity was obtained for several variables by Newell, Lewis and Withall (1961). Hamblin and Miller (1960) found the twelve variables to be highly inter-correlated.

ADMINISTRATION: Several methods of administration are available--Mechanical recording devices, or manual scoring forms being the most prevelant. Bales suggested the latter being utilized by observers behind one-way glass. Two scorers are suggested. Each variable listed above is numbered, each actor is assigned a number, and directions of interactions between actors are noted. Provision is made for types of interactions directed at self or others outside the group.

SOURCES:

Bales, R.F. Personality and Interpersonal Behavior. New York: Holt, Rinehart and Winston, 1970.

Bales, R.F. and H. Gerbrands, "The Interaction Recorder: An Apparatus and Checklist for Sequential Content Analysis of Social Interaction." Human Relations. 1948, 1, 456-463.

Newell, J.M., W.W. Lewis, and J. Withall. "Use of a Communication Model to Study Classroom Interactions". Paper read at the annual meeting of the American Educational Research Association, 1961.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Small groups	01 02 (03) 04 05 06 07 08 09
Sampling.....	N/A	01 02 03 04 07 (08) 09
Design.....	Case Study without Explicit theory	(01) 02 03 04 05 06 07 08 09
Research Methods.....	Structural observation	01 (02) 03 04 05 06 07 08 09
Analytic Methods.....	ratings/codes	1 (2) 3 4 5 8 9
Analytic Focus.....	non-qualitative	1 (2) 8 9
Reliability.....	reported	1 (2) 8
Validity.....	reported	1 (2) 8
Definition of Use.....	symbolic	1 2 (3) 8 9
Object of Use.....	Other	1 2 3 4 5 (6) 8 9
Practice Area and Population.....	General	

SURVEY ON EVALUATION STUDIES OF SOCIAL ACTION PROGRAMS

AUTHOR: Ilene N. Berstein and Howard E. Freeman

AVAILABILITY: Bernstein, I.N., and H.E. Freeman. Academic and Entrepreneurial Research. New York, NY: Russell Sage Foundation, 1975.

PURPOSE: The survey was designed to gather information on the scope of evaluation research system: funding of evaluation research, the organizations which carry out the research and methods employed. The researchers, using "generally accepted" criteria of social science research quality, attempted to determine the conditions under which high and low quality evaluation research occur.

VARIABLES: The survey was composed of seven major sections: (1) characteristics of personnel conducting the research, (2) characteristics of the organization conducting the research, (3) characteristics of the target population, (4) information on the theory, goals and nature of the program being evaluated, (5) information on methodological procedures, (6) information on procedures employed to measure impact, and (7) information on planned activities for dissemination and utilization of findings.

DESCRIPTION: 382 surveys were identified as evaluation studies by granting agencies or other sources. 318 surveys were returned, of which eighty-two were not identified by respondents as being evaluation studies. 236 surveys were used in analysis. Initial surveys were sent to evaluations of programs in health, education, welfare, manpower, income security, housing and public safety.

DEVELOPMENT: Not reported.

RELIABILITY/ VALIDITY: No reliability or validity reported.

ADMINISTRATION: For each of the studies included in the sample, a mailed self-administered questionnaire was sent to the study director along with a letter explaining the nature and purpose

of the study. Persons who did not respond were contacted by telephone. This procedure was followed until approximately eighty-three percent of the questionnaires were returned.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Small group	01 02 (03) 04 05 06 07 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Quasi-Experimental without control groups and/or randomization	01 02 03 04 (05) 06 07 08 09
Research Methods.....	Questionnaires	01 02 03 04 05 (06) 07 08 09
Analytic Methods.....	N/A	1 2 3 4 5 (8) 9
Analytic Focus.....	Non-qualitative	1 (2) 8 9
Reliability.....	Not reported	1 (2) 8
Validity.....	Not reported	1 (2) 8
Definition of Use.....	Uncodable	1 2 3 8 (9)
Object of Use.....	Evaluation	(1) 2 3 4 5 6 8 9
Practice Area and Population.....	Evaluation studies, practitioners.	

IMPACT OF THERAPEUTIC EFFECTIVENESS DATA ON CMHG MANAGEMENT

AUTHOR: Douglas A. Bigelow and James A. Ciarlo

AVAILABILITY: Bigelow, D.A. and J.A. Ciarlo. "The Impact of Therapeutic Effectiveness Data on Community Mental Health Center Management" in G.V. Glass Evaluation Studies Review Annual, Vol. I. Beverly Hills, CA: Sage, 1976.

PURPOSE: The purpose of this study is to provide empirical data regarding the commonly held assumption of community mental health evaluation, that is, that data fed back to center managers have an impact on the management, resulting in optimization of programs.

VARIABLES: This study attempted to measure the baseline levels of various inputs in which management is embedded (e.g., structure of priorties, political pressures, funding considerations, etc.); the relevance of evaluation criteria to managerial concerns; and a preliminary indication of the impact of feedback information on management.

DESCRIPTION: Two different questionnaires were used in this study. The Decision-Making Questionnaire consisted of seven groups of questions. The first group was intended to establish the current importance of each of twelve types of data that may have been available to the respondent as a program manager. The second group dealt with competing influences and pressures. The third, fourth and fifth groups of questions attempted to assess the decisionmaking structure of the respondent (i.e., priorities, strategies of approach and perception of the problem). The sixth group of questions asked the respondent to rate the importance of thirteen mental health objectives from his own point of view on a ten point scale. The seventh question was open-ended, giving the respondents a chance to propose additional criteria.

The Information Utilization Questionnaire was an open-ended questionnaire consisting of four questions regarding the use of specific body of data bearing on a program management issue(375-76).

DEVELOPMENT: Not reported.

RELIABILITY/ VALIDITY: Not reported.

ADMINISTRATION: Three strategies were used in the study. The major one involved interviewing supervisors using an Information Use and Decision-Making Questionnaire. The purpose of the study was outlined; the investigator read the questions, gave any necessary explanations, and recorded the responses.

A second strategy was to interview the supervisors when a substantial program modification had been made within their jurisdiction. The interviewing procedure was identical to that above, but a slightly modified form of the questionnaire was employed. Three such interviews were conducted.

The third strategy of assessing decision making in the center was to introduce a body of data bearing on a program management issue during a meeting of supervisors and then to trace the effects over a two-week period. When the data had been presented, the managers were asked about the implications of the information and what they intended to do on the strength of it. Then, three weeks later, the supervisors were again contacted by telephone and asked several questions contained in a Data Utilization Questionnaire. Two such incidents were studied, with seven supervisors participating.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Other (community Mental Health Center managers)	01 02 03 04 05 06 **(07)** 08 09
Sampling.....	Convenience	**(01)** 02 03 04 07 08 09
Design.....	Quasi-Experimental without randomization	01 02 03 04 **(05)** 06 07 08 09
Research Methods.....	Interview	01 02 03 04 05 **(06)** 07 08 09
Analytic Methods.....	Ratings	1 **(2)** 3 4 5 8 9
Analytic Focus.....	Non-qualitative	1 **(2)** 8 9
Reliability.....	Not reported	**(1)** 2 8
Validity.....	Not reported	**(1)** 2 8
Definition of Use.....	Instrumental	**(1)** 2 3 8 9
Object of Use.....	Uncodable	1 2 3 4 5 6 8 **(9)**
Practice Area and Population.....	Mental Health, Program Administrators	

LABORATORY VERSUS LECTURE IN TRAINING EXECUTIVES

AUTHOR: Lee Bolman

AVAILABILITY: Bolman, Lee. "Laboratory Versus Lecture in Training Executives," The Journal of Applied Behavioral Science, July-September, 1970.

PURPOSE: The study focuses on what it does when used as one of two alternative methods of increasing the competence of business executives to deal with interpersonal phenomena.

VARIABLES: The variables measured were Self Perception or Personal Behavior in Groups (measured along two dimensions: 1) ability to deal with emotions in a group setting; 2) openness to information and influence from others), Beliefs about effective behavior (or Managerial Behavior), Managerial Experience and Behavior Scores.

DESCRIPTION: Each variable is measured by a questionnaire with different items. The Analysis of Personal Behavior in Groups was measured by two scales. 1) APB feelings scale, which is a measure of ability to cope with emotions and consists of participants self-rating on ability to express feelings, tendency to seek close relations with others, tolerance of the expression of affection and antagonism; 2) APB openness scale, consists of following items: ability to listen with understanding to others, willingness to be influenced by others, open to comments about own behavior, openness to opinions opposed to one's own.

The Managerial Behavior Questionnaire presented the respondent with several hypothetical situations which might arise in a business setting and asked him to indicate in a few sentences how he would handle them.

The Managerial Experiences Questionnaire has a series of multiple-choice items, asking the respondent as to what he thought would be the most effective way to behave in a given situation.

The Behavior Scores were obtained from tape recordings of T-Group meetings and small group discussion of about twelve members without a leader.

Example of the Analysis of Personal Behavior in Groups is as follows:

1. Ability to listen to others in an understanding way

0 1 2 3 4 5 6 7
Low High

2. Tendency to build on the previous ideas of other group members

0 1 2 3 4 5 6 7
Infrequent Frequent

DEVELOPMENT: Two seniors of a unversity program for business executives which included laboratory training were compared with two seniors of the same program in which the topic of interpersonal behavior was treated through lectures, case discussions, and readings. All the participants in the program were male.

RELIABILITY/ VALIDITY: The test-retest reliability coefficients were .69 for the feelings scale and .77 for the openness scale.

SOURCES: Bolman, Lee. "Laboratory Versus Lecture in Training Executives." Journal of Applied Behavioral Science, July-September, 1970, 323-25.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Individual	(01) 02 03 04 05 06 07 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Quasi-Experimental without control groups and/or randomization	01 02 03 04 05 06 07 08 09 10
Research Methods.....	questionnaires	01 02 03 04 05 06 07 08 09
Analytic Methods.....	ratings	1 (2) 3 4 5 8 9
Analytic Focus.....	non-[illegible]tative	1 (2) 8 9
Reliability.....	reported	1 (2) 8
Validity.....	N/A	1 2 (8)
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	person-embodied	1 2 3 4 5 6 8 9
Practice Area and Population.....	Education Research, Business Executives	

OPEN-ENDED PERCEIVED CHANGE MEASURE

AUTHOR: Douglas R. Bunker, Eric S. Knowles, Matthew B. Miles.

AVAILABILITY: Bunker, Douglas R. "Open-Ended Perceived Change Measure". Program in Policy Sciences, Amherst, New York: State University of New York at Buffalo

PURPOSE: The Open-Ended Perceived Change Measure was originally designed to assess perceived changes in interpersonal and work-related behavior, as these are affected by laboratory human relations training. Bunker's form measures "impact" of training on interpersonal and work-related behavior in seventeen categories.

VARIABLES: The test measures the following seventeen variables:

A. Overt Operational Changes

1. Communication
   a. sending (express feelings, etc.)
   b. receiving (listens, etc)
   c. unspecified (communicates better, etc.)
2. Relational facility
3. Risk taking
4. Increased interdependence
5. Functional flexibility
6. Self-control

B: Inferred Changes in Insight and Attitude

1. Awareness of human behavior
2. Sensitivity to group behavior
3. Sensitivity to people
4. Acceptance of other people
5. Tolerance of new information
6. Self-confidence
7. Comfort
8. Insight into self and role

C. Global judgements

DESCRIPTION: The following open-end question is reacted to in writing by subjects:

> Over a period of time, people may change in the ways that they work with other people. Since_____ [month of workshop or training experience being evaluated], do you feel you have changed your behavior in working with people in any specific ways, as compared with the previous_____[year, academic year, or other meaningful period]?
>
> YES_____ NO_____

If yes, please describe.

A parallel form of the instrument is reacted to by a total of five or six "describers", persons who associate with the subject. They are asked, "... has he changed his behavior...."

DEVELOPMENT: This method of retrospective change measure using job associates reports was originally developed by Buchanan (1957a, 1957b), for evaluating supervisory training. Miles (1965) created the present measure in a study of thirty-four elementary school principals, plus two control groups of n=29 and 148, and produced a preliminary scoring manual. Bunker (1965) and Bunker and Knowles (1967) inductively developed the content-analytic categories, on a sample of 346 persons attending six training laboratories. After coder reliability checks, the scheme was revised to its present form.

Moscow (1969) translated the Bunker scheme and coding manual into Dutch, and found in a study of fifty-two T-group participants and thirty-one controls that categories B1 and B3 should be collapsed because of coder unreliability.

RELIABILITY/ VALIDITY: No test-retest reliability data are available on the responses themselves. Coder reliability (agreement) was achieved at or beyond the 90% level by Bunker (1965) on his revised scheme; Moscow (1969) obtained 88% agreement on the unitizing of changes, and 82% on the assignment of changes to categories. Coder stability over time (unspecified) was found by Moscow to be 86%; Bunker found 90% stability in coding after an eighteen-month interval.

Content validity seems well extablished. Miles (1965) in an eight-month follow-up found that 73% of those principals attending a training laboratory showed change over a "base rate" of 2, using his scheme; only 17% and 29% of control groups did so.

ADMINISTRATION: This query is sent by mail to persons having participated in the training or treatment experience to be evaluated, as well as to members of any control group being used. Each subject is also asked to nominate eight to ten people with whom he is in regular working contact on the job, and who are in a position to comment on his behavior. The instrument is self-administering, and probably takes less than five minutes for most subjects to complete.

In the Miles Scoring scheme, each separate change reported is given one point, and verified changes--those listed by subject and his describers--receive an additional point. Non-socially desirable changes are similarly scored and given a minus sign. Total scores is the sum of all points.

In the Bunker-Knowles scoring scheme, changes are coded in the seventeen categories (and indicated as positive or negative). A total score is computed for the "self" descriptions, and another for the total number of discrete changes mentioned by describers. A more conservative verified change score is the number of changes in which two or more describers concur.

SOURCES:

Bunker, B. "Individual Applications of Laboratory Training." Journal of Applied Behavioral Science, 3(1967):505-23.

Bunker, D. and E. Knowles. "Comparison of Behavioral Changes Resulting from Human Relations Training Laboratories of Different Lengths", Journal of Applied Behavioral Science, 3(1967):505-23.

Miles, M.B. "Changes During and Following Laboratory Training: A Clinical Experimental Study." Journal of Applied Behavioral Science, 1(1965):215-42

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Individual	(01) 02 03 04 05 06 07 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....		01 02 03 04 05 06 07 08 09 10
Research Methods.....	Open-ended questionnaire	01 02 03 04 05 06 07 08 09
Analytic Methods.....	Other	1 2 3 4 (5) 8 9
Analytic Focus.....	Qualitative	(1) 2 8 9
Reliability.....	reported	1 (2) 8
Validity.....	reported	1 (2) 8
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Person-embodied innovations	1 2 3 4 (5) 6 8 9
Practice Area and Population.....	Evaluation of normal adults, Psychotherapy, Normal adult, and mental patients	

DESIRE FOR CERTAINTY TEST

AUTHOR: O.G. Brim, Jr.

AVAILABILITY: Brim, O.G., Jr. "Attitude Content--Intensity and Probability Expectations." American Sociological Review. Vol. 20, (1955): 68-76.

PURPOSE: The scale was constructed to measure individual differences in motivation for certainty.

VARIABLES: "Desire for certainty", which is closely related to "intolerance for ambiguity".

DESCRIPTION: The Desire for Certainty Test comprises thirty-two statements about everyday events; e.g., "The chances that American citizens will believe in God are about _____ in 100." Respondents place a probability value in the blank space in each sentence. In addition, they indicate their confidence in each estimate by rating it on a five-point certainty scale from 1 (very sure) to 5 (not sure at all).

The statements included four from each of eight different subject-matter areas: education, recreation, politics, economics, religion, health, family, transportation and communication. For e.g.:

1. The chance that an adult American will earn at least $4000 a year are about_____in 100.
2. The chance that a student earning a law degree will quit before getting the degree are about_____in 100.
3. The chances that a sexual pervert will have a low intelligence are about_____in 100.
4. The chances that a couple getting married this year will later divorce are_____in 100.
5. The chances that a governor of a state will be elected for a second term in office are about_____in 100.

DEVELOPMENT: Not reported.

RELIABILITY/ VALIDITY:

The test was administered on college students, all of whom were enrolled in introductory sociology courses. For one group of students (n=50), a corrected split-half reliability coefficient of .81 was obtained.

For 500 students the test scores "appeared" normally distributed. A study by Brim and Hoff (1957) offers construct validity for the scale. "Desire for certainty" was found to be significantly related to extreme responding on several measures, including a variety of attitude scales.

ADMINISTRATION:

No time estimate was mentioned by Brim, but the test would probably take about twenty minutes for self-administration.

Scoring is based on the assumption that a strong desire for certainty will be expressed by two tendencies: 1) to select probability values close to the extremes of zero to 100; and 2) to express confidence in these extreme choices. Thus the authors took the distance of each probability extimate from its nearest end point (0 or 100) and multiplied this value by its certainty score (very sure = 1; not sure at all = 5). The products were then summed over all thirty-two test items. By this procedure a low score indicates a high desire for certainty.

SOURCES:

Brim, O. and D. Hoff. "Individual and Situational Differences in Desire for Certainty." Journal of Abnormal and Social Psychology. Vol. 54, (1957):225-29.

Frenkel-Brunswik, Else. "Intolerance of Ambiguity as an Emotional and Perceptual Personality Variable." Journal of Personality. Vol. 18, (1949):108-43.

Frenkel-Brunswik, Else. "Personality Theory and Perception." In R.R. Blake and G.V. Ramsey (eds.), Perception: An Approach to Personality. New York: Ronald, (1951):356-419.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Individual	(01) 02 03 04 05 06 07 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Descriptive case study with explicit theory	01 (02) 03 04 05 06 07 08 09
Research Methods.....	Content Analysis	01 02 (03) 04 05 06 07 08 09
Analytic Methods.....	Ratings	1 (2) 3 4 5 8 9
Analytic Focus.....	Non-qualitative	1 (2) 8 9
Reliability.....	Reported	1 (2) 8
Validity.....	Reported	1 (2) 8
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Person-embodied innovations	1 2 3 4 (5) 6 8 9
Practice Area and Population.....	Psychiatry, Psychology and Mental health, Students in College	

THE USE OF SOCIAL SCIENCE KNOWLEDGE IN POLICY DECISIONS

AUTHOR: Nathan Caplan, Andrea Morrsion and Russel J. Stambaugh

AVAILABILITY: Caplan, N., A. Morrison and R.J. Stambaugh. The Use of Social Science Knowledge in Policy Decisions at the National Level. Ann Arbor: University of Michigan, Center for Research on Utilization of Scientific Knowledge.

PURPOSE: The purposes of this study were first to provide empirical data on the prevailing state of social science research utilization among government officials; second, to determine ways to facilitate the use of research in order to improve ongoing government activities.

VARIABLES: The questions in the interview could be categorized into six major areas of inquiry: 1) Respondent's awareness of available relevant social science information; 2) Respondent's self-reported use of social science knowledge in policy relevant situations; 3) Respondent's evaluation of the worth and perceived objectivity of various kinds of data, data collection methods and measurement procedures; 4) Respondent's interest in the development of social indicators as potential scientific measurement of the quality of life; 5) Respondent's attitudes about the use of social research and his beliefs about factors that influence the use of such knowledge in policy formulation; 6) Respondent's personal and educational background, employment history, and future career plans.

DESCRIPTION: The interview instrument contained a range of open-and-close-ended questions dealing directly and indirectly with social science utilization.

DEVELOPMENT: Not reported.

RELIABILITY/ VALIDITY: Not reported.

ADMINISTRATION: The interviews were conducted with 204 individuals holding important positions in various departments, major agencies and Commissions of the executive branch of government.

The interviews were carried out on a face-to-face basis and were conducted by professional interviewers. The average time required for each interview was about one and a half hours. The interviews were tape recorded for purposes of editing and completing the written narrative on the interview form.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Other (government officials)	01 02 03 04 05 06 **(07)** 08 09
Sampling.....	Convenience	**(01)** 02 03 04 07 08 09
Design.....	Uncodable	01 02 03 04 05 06 07 08 **(09)**
Research Methods.....	Interview	01 02 03 04 05 **(06)** 07 08 09
Analytic Methods.....	Ratings	1 **(2)** 3 4 5 8 9
Analytic Focus.....	Non-qualitative	1 **(2)** 8 9
Reliability.....	Not reported	**(1)** 2 8
Validity.....	Not reported	**(1)** 2 8
Definition of Use.....	Instrumental	**(1)** 2 3 8 9
Object of Use.....	Uncodable	1 2 3 4 5 6 8 **(9)**
Practice Area and Population.....	Federal Policymakers	

METHODOLOGICAL PREREQUISITES FOR PSYCHOTHERAPY OUTCOME RESEARCH

AUTHOR: Lawrence Cohen

AVAILABILITY: Cohen, Lawrence. "Methodological Prerequisites for Psychotherapy Outcome Research: A Survey of Clinical Psychologists." Knowledge: Creation, Diffusion, Utilization Vol. 2, number 2, (December 1980):263-272

PURPOSE: The survey was undertaken to determine the characteristics of psychotherapy research which affects its use in practice. A second goal was to determine the criteria which practitioners rely on when evaluating the adequacy and persuasiveness of psychotherapy research.

VARIABLES: Variables examined in the survey were 1) Characteristics Related to Clinical Relevance, 2) Characteristics Related to Experimental Design, 3) Characteristics Related to Criteria Measurement, 4) the Relationship of the Study to Previous Research, and 5) Miscellaneous Characteristics ("research sponsored by an academic institution", "researcher has clinical experience.")

DESCRIPTION: Two types of questionnaires were included in the research. The first consisted of a checklist of twenty four desirable characteristics of research, compiled by the researcher. Respondents were asked to indicate characteristics they considered to be important ("crucially important" and "extremely important".) The second format was a questionnaire using open-ended responses. Respondents were asked to describe five or fewer "crucial characteristics" and five or fewer "extremely important" characteristics.

DEVELOPMENT: The survey was constructed on the basis of previous research concerning the qualities of mental health research which had a positive or negative impact on its usefulness. Concerned about dissatisfation with "poor linkage between applied research and service delivery", the researcher attempted to discover the causes of that dissatisfaction, and by implication, to suggest ways in which the usefulness of such research might be improved.

RELIABILITY/ VALIDITY: No reliability or validity coefficients were reported.

ADMINISTRATION: The mailed questionnaires were sent to ninety five academic clinicians, and fifty private practicing psychologists. Packets of questionnaires were also sent to ten Veterans Administration Hospitals, eleven medical schools, ten state mental hospitals, and ten federally funded community mental health centers.

Results of the research indicated the following characteristics were of importance.

RANK ORDER OF IMPORTANT CHARACTERISTICS OF PSYCHOTHERAPY OUTCOME RESEARCH

CHECKLIST		ESSAY	
1. control group	85	1. good experimental design	51
2. follow up measurement	76	2. control group	44
3. appropriate statistic	72	3. generalizable patients	43
4. random assignment to groups		4. appropriate statistics	34
5. generalizable therapists	61	5. good criterion measure	33
6. generalizable patients	61	6. clinically relevant	30
7. an *in vivo* study	59	7. follow-up measurement	28
8. several dependent measures	48	8. structural characteristics	27
9. large number of treatment sites	37	9. large sample size	27
10. low level of reactivity	31	10. description of treatment	26

SOURCES: Cohen, Laurence and Kathryn Suchy. "The Bias in Psychotherapy Research in Evaluation." Journal of Clinical Psychology, Vol. 35, number 1 (January 1979):184-87.

---------- "Factors Affecting the Utilization of Mental Health Evaluation Research Finding." Professional Psychology, November 1977:526-34.

---------- "Clinical Psychologists' Judgements of the Scientific Merit and Clinical Relevance of Psychotherapy Outcome Research." Journal of Consulting and Clinical Psychology, Vol. 47, number 2, (1979):421-23.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Individual	(01) 02 03 04 05 06 07 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Quasi-experimental without control groups and/or randomization	01 02 03 04 (05) 06 07 08 09
Research Methods.....	Questionnaires	01 02 03 04 05 (06) 07 08 09
Analytic Methods.....	Bivariate Analysis	1 2 (3) 4 5 8 9
Analytic Focus.....	Non-qualitative	1 (2) 8 9
Reliability.....	Not reported	(1) 2 8
Validity.....	Not reported	(1) 2 8
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Evaluation	(1) 2 3 4 5 6 8 9
Practice Area and Population.....	Mental Health, Practitioners	

EDUCATIONAL EVALUATION UTILIZATION QUESTIONNAIRE

AUTHOR: Barbara Dickey

AVAILABILITY: Dickey, B. "Utilization of Evaluation of Small-Scale Innovative Educational Projects," Educational Evaluation and Policy Analysis, Vol. 2, Number 6 (November-December, 1980).

PURPOSE: The purpose of this study was to examine educational evaluation utilization in terms of reported level of use and to identify and measure factors related to the reported level of use.

VARIABLES: The study measured the attitude of the decisionmaker toward the use of the evaluation, the degree to which the decisionmaker was involved in the evaluation process, and the reported level of utilization of the project evaluation.

DESCRIPTION: The level of utilization was measured by developing a Guttman scale from three questions in the project director's questionnaire:

(a) How would you rate the usefulness of the evaluation process?
(b) How would you rate the usefulness to you of the evaluation report itself?
(c) Thinking about the overall impact of the evaluation, how would you rate its usefulness?

The respondents were instructed to rate the evaluations on a scale ranging from "very or quite useful" to "limited usefulness or not useful."

DEVELOPMENT: During the fiscal years of 1975 and 1976, sixty projects in the state of Minnesota received Title IV-C funds. Of these sixty projects, fifty-four filed final evaluation reports with the State Department of Education. All project directors who filed final reports were sent a questionnaire.

RELIABILITY/ VALIDITY: None reported.

ADMINISTRATION: A mail questionnaire was sent to the fifty-four project directors of Title IV-C projects in Minnesota who filed final reports with the State Department of Education during fiscal years 1975-1976. The sample for this study consists of forty-seven projects for which there was available both a copy of the evaluation report and a returned and completed questionnaire.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Other (decision makers)	01 02 03 04 05 06 **(07)** 08 09
Sampling.....	Census	01 02 03 **(04)** 07 08 09
Design.....	Uncodable	01 02 03 04 05 06 07 08 **(09)**
Research Methods.....	Questionnaire	01 02 03 04 05 **(06)** 07 08 09
Analytic Methods.....	Bivariate Analysis	1 2 **(3)** 4 5 8 9
Analytic Focus.....	Nonqualitative	1 **(2)** 8 9
Reliability.....	None reported	**(1)** 2 8
Validity.....	None reported	**(1)** 2 8
Definition of Use.....	Instrumental	**(1)** 2 3 8 9
Object of Use.....	Evaluation Reports	**(1)** 2 3 4 5 6 8 9
Practice Area and Population.....	Education evaluation reports	

WORK ACTIVITIES AND RESEARCH USE

AUTHOR: Frances B. Dickman

AVAILABILITY: Dickman, F.B. "Work Activities, Settings, Methodologies and Perceptions." Knowledge: Creation, Diffusion, Utilization, Vol. 2, Number 3 (March, 1981): 375-87.

PURPOSE: This study is part of a larger study that was conducted to examine the nature of applied social research, including evaluation research, and its correlates with the organizational settings in which it is practiced (378).

VARIABLES: Utilization was measured using a construct consisting of four items designed to assess respondents' perceptions of the influences their work had that resulted in recommendations for different types of programmatic changes. In addition, the instrument measured methodological sophistication consisting of items assessing analytical style, use of sampling, type of sampling, etc. The instrument also measured methodological inconsistencies as a dummy variable based on the methodological sophistication items.

DESCRIPTION: Data were collected using a self-administered mail questionnaire. The instrument was composed of open-ended and fixed choice items.

DEVELOPMENT: This study is a further exploration of studies by Weeks (1979), Useem and DiMaggio (1978) and Van de Vall and Bolas (1977) which all examined the relationship between methodological variables and research utilization.

RELIABILITY/ VALIDITY: Ten percent of the respondents were randomly selected and interviewed in order to assess the instrument's reliability and validity.

ADMINISTRATION: This study was conducted in two counties in Southern California. The instrument was a self-administered mail questionnaire. Respondents were located in three organizational settings most likely to employ applied social researchers: (1) social programs (e.g., planning administrative and regulatory agencies in the two counties); (2) academic institutions within the two counties; (3) all entrepreneurial research organizations in the two counties.

SOURCES:

Dickman, F.B. "On the Interaction Between Organizational Affiliation and Professional Role: A Case Study of Applied Social Researchers." Doctoral dissertation, Program in Social Ecology, University of California at Irvine, 1979.

Useem, M. and P. DiMaggio. "An Example of Evaluation Research as a Cottage Industry." Sociological Methods and Research, Vol. 7 (1978): 55-83.

Weeks, E.C. "Factors Affecting the Utilization of Evaluation Findings in Administrative Decision-Marking." Doctoral dissertation, Program in Social Ecology, University of California at Irvine, 1979.

Van de Vall, M. and C. Bolas. "Policy Research as an Agent of Planned Social Intervention," Sociological Practice, Vol. 2 (1979): 77-95.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Individual	(01) 02 03 04 05 06 07 08 09
Sampling.....	Census	01 02 03 (04) 07 08 09
Design.....	Uncodable	01 02 03 04 05 06 07 08 (09)
Research Methods.....	Questionnaire	01 02 03 04 05 (06) 07 08 09
Analytic Methods.....	Multivariate	1 2 3 (4) 5 8 9
Analytic Focus.....	Nonqualitative	1 (2) 8 9
Reliability.....	Not reported	(1) 2 8
Validity.....	Not reported	(1) 2 8
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Other	1 2 3 4 5 (6) 8 9
Practice Area and Population.....	Applied social researchers	

STUDY OF RESEARCH USEFULNESS

AUTHOR: Mary Jo Dukes

AVAILABILITY: Dukes, M.J., Graduate School of Public and International Affairs, University of Pittsburgh, Pittsburgh, PA 15260.

PURPOSE: The purpose of this study was to determine the characteristics of mental health research studies that make them useful in work related activities for mental health professionals.

VARIABLES: The variables measured can be loosely grouped into six categories: 1) General attitude toward mental health research; 2) Relevance of the research to clinical practice; 3) Perceived overall usefulness; 4) orientation to action/implementation; 5) perceived research quality; 6) general demographics.

DESCRIPTION: This research is a methodological study concerned with comparing alternative approaches for identifying the factors that affect mental health practitioners' use of formal knowledge--specifically social science research knowledge--in work related activities. The study compares two different methodological approaches.

The first approach is a modification of multiattribute utility analysis. These data were collected through a self-administered mail questionnaire in which respondents were asked to rate two research abstracts on a five-point scale indicating the extent to which a study based on the supplied abstract contains nineteen research characteristics.

The second approach involves data generation through the case of a semi-structured interview technique, Kelly's Repertory Grid.

DEVELOPMENT: The self-administered questionnaire used in this study was a modification of the interview used in the study conducted by Weiss and Bucuvalas (1980).

RELIABILITY/ VALIDITY: Not reported.

ADMINISTRATION: The mail questionnaire was miled to 905 individuals in Pennsylvania Mental Health Base Service Units who provide at least some direct mental health service. Four hundred eighteen individuals responded.

After a preliminary analysis of the mail questionnaire data, a subsample of 30 of the respondents were contacted and personally interviewed using a modification of Kelly's Repertory Grid Method.

SOURCE: Weiss, C.H. and M.J. Bucuvalas. Social Science Research and Decision Making. New York: Columbia University Press, 1980.

Kelly, G.A. Psychology of Personal Constructs. Vol. 1 and 2. W.W. Norton, New York: 1955.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Individual	(01) 02 03 04 05 06 07 08 09
Sampling.....	Convenience	(01) 02 03 04 07 08 09
Design.....	Uncodable	01 02 03 04 05 06 07 08 (09)
Research Methods.....	Multiple Methods	01 02 03 04 05 06 (07) 08 09
Analytic Methods.....	Multivariate Analysis	1 2 3 (4) 5 8 9
Analytic Focus.....	Qualitative	(1) 2 8 9
Reliability.....	Not reported	(1) 2 8
Validity.....	Not reported	(1) 2 8
Definition of Use.....	Conceptual	1 (2) 3 8 9
Object of Use.....	Other (abstracts)	1 2 3 4 5 (6) 8 9
Practice Area and Population.....	Mental health, Practitioners	

CASE SURVEY OF PLANNED ORGANIZATIONAL CHANGE

AUTHOR: William N. Dunn and Fredric W. Swierczek.

AVAILABILITY: Dunn, W.N. and F.W. Swierczek. "Planned Organizational Change: Toward Grounded Theory". The Journal of Applied Behavioral Science, Vol. 13, number 2(1977):135-157.

PURPOSE: The purpose of this study was to generate theories of knowledge utilization and planned change which are grounded in the professional experiences of practicing social scientists and policymakers.

VARIABLES: In analysis the following independent variables were employed:

1. Type of Organization (economic/service/commonweal)
2. Societal Type (modern/modernizing)
3. Task Environment (long-term,stable/long-term,unstable/ short-term, stable/short-term, unstable)
4. Change-Agent Origin (indigenous-internal/indigenous-external/non-indigenous-internal/nonindigenous-external)
5. Mode of Intervention (unilateral/subordinate/ delegative/collaborative)
6. Change-Agent Orientation (participative/process engineering/expert)
7. Origin of Change (internal/external/superordinate)
8. Focus of Change (managers/staff/first-line, supervisors/ line/multiple levels)
9. Focus of Solution (human/technological/structural/ task/mixed)
10. Locus of Change (total organization/division/department section)
11. Standardized Strategy (Organizational Development/ Participative Management/Sociotechnical, Design/ Socioorganizational, Design/Institution, Building/ Other)
12. Methods (untried/proven/single/multiple)

Dependent variables were effectiveness of the change effort and degree of adoption of change.

DESCRIPTION: The instrument attempted to synthesize a range of variables from existing studies. The instrument was developed with the primary aim of enabling investigators to code and content analyze reported case studies. This same instrument is also flexible enough for adaptation in the form of protocols, interview schedules, or questionnaires. The format employed for coding and content analysis includes eighty variables.

DEVELOPMENT: The authors reviewed alternative applications of retrospective case analysis which provided a point of departure for developing a research instrument with which to analyze reported cases of planned organizational change. Building upon past efforts in the area, the authors chose to apply content analysis to a theoretical sample of sixty-seven cases.

RELIABILITY/ VALIDITY: Not reported.

ADMINISTRATION: The theoretical (purposive) sample was selected on the basis of several explicit criteria: 1) type of organization (economic, service, commonweal); 2) societal type (modern and modernizing societies); 3) reported outcome of change (successful and unsuccessful). The sample design originally envisioned 150 cases stratified according to the three variables described above. In two successive reviews this number was reduced to 100, and then to 67 reportable cases, mainly because a large number of cases either contained excessive missing observations or were not sufficiently descriptive of planned change to justify further analysis. No cases occurring before 1945 were analyzed, and as wide a cross section as possible of standardized change strategies (e.g., Organization Development, Institution Building, Organizational Design) were included.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Uncodable	01 02 03 04 05 06 07 08 (09)
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Uncodable	01 02 03 04 05 06 07 08 (09)
Research Methods.....	Content Analysis	01 02 (03) 04 05 06 07 08 09
Analytic Methods.....	Bivariate	1 2 (3) 4 5 8 9
Analytic Focus.....	Non -qualitative	1 (2) 8 9
Reliability.....	Not reported	(1) 2 8
Validity.....	Not reported	(1) 2 8
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Study	1 (2) 3 4 5 6 8 9
Practice Area and Population.....	Planned Organization Change, Case studies	

NURSE'S PROFESSIONAL ATTITUDE SCALE

AUTHOR: Alfred T. Fingerhut

AVAILABILITY: Fingerhut, Alfred T. "Nurse's Professional Attitude Scale". Martinez, California: Veteran Administration Medical Center.

PURPOSE: The instrument was designed to determine the degree of professional attitudes among staff nurses.

VARIABLES: Attitudes toward professionalism and professional characteristics in nursing. Professionalism is defined as certain specified factors or traits identified in literature as being characteristic of a profession; professional attitude is defined as a respondent's positive response to the factors or traits identified in literature as being characteristic of a profession.

DESCRIPTION: The instrument consists of thirty five-point (strongly agree---strongly disagree) rating-scale-types that address issues of professionalism in nursing.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
	5	4	3	2	1
1. An RN is able to make independent decisions concerning his/her assignment.					
2. There is a feeling of colleagueship among nurses.					
3. A professional delegates tasks to appropriate others.					

DEVELOPMENT: The instrument was designed to determine the degree of professional attitudes among three groups of staff nurses who had earned a baccalaureate degree, an associate degree, or a diploma in nursing. A review of literature relevant to professionalism provided the basis for the items. The instrument was administered to 25 nurses at each of three general hospitals within the same geographic region. Based on item discrimination data (type of coefficient not reported), some items were revised.

RELIABILITY/ VALIDITY: Using data from the instrument development study, a reliability coefficient of .83 for the professional items and .85 for the nonprofessional items was calculated. (Type of coefficient was not reported). The source of the items and the procedure used for development ensure some degree of content validity.

ADMINISTRATION: Self-administered; the time required for completion of the instrument was not specified, although 10-15 minutes would appear to be adequate. Fingerhut calculated separate scores for the "professional" attitude items and the "nonprofessional" attitude items as well as a total score. The values assigned to each response is indicated at the top of the answer columns on the instrument. The maximum positive score is 150 indicative of a high professional orientation; the maximum negative score possible is 30 indicating a low professional orientation; a score of 90 indicates a neutral orientation.

SOURCES:

Fingerhut, Alfred T. A Study of Potential Differentiation of Professional Attitudes Between Staff Nurses in Selected Veteran Administration Hospitals. Unpublished doctoral dissertation, Laurence University, 1977.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Individual	(01) 02 03 04 05 06 07 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Quasi-experimental without control groups and/or randomization	01 02 03 04 (05) 06 07 08 09
Research Methods.....	Questionnaire	01 02 03 04 05 (06) 07 08 09
Analytic Methods.....	Rating	1 (2) 3 4 5 8 9
Analytic Focus.....	Non-qualitative	1 (2) 8 9
Reliability.....	Reported	1 (2) 8
Validity.....	Not reported	(1) 2 8
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Study	1 (2) 3 4 5 6 8 9
Practice Area and Population.....	Health, Nurses	

KNOWLEDGE USE AND LOCAL SCHOOL IMPROVEMENT

AUTHOR: William Firestone, et al.

AVAILABILITY: Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123

PURPOSE: The purpose of this study was to explore the process of the transfer of educational research into instructional practice through educational development.

VARIABLES: Knowledge transfer process was examined at each of four stages: 1) the components' development of an approach (basic skills or career education); 2) the linker presentation of that approach; 3) the school or classroom use of that approach; 4) how feedback from the sites was used to modify the approaches.

DESCRIPTION: This was a longitudinal study of five schools working with two development efforts--basic skills and career education. Each effort or approach was intended to transfer resources knowledge and expertise from literature in a content area in order to help schools develop school improvement programs.

DEVELOPMENT: Not reported.

RELIABILITY/ VALIDITY: Not reported.

ADMINISTRATION: For two years, field workers from the KBS Field Studies Component studied the school improvement projects of the RBS Development Division using qualitative or naturalistic field methods. These field workers observed project meetings between RBS representatives and participants from eight different school districts. Formal and informal interviews were conducted with participants in the projects from RBS, district offices and schools. Each field worker concentrated his/her efforts on one or two schools.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Organization	01 02 03 (04) 05 06 07 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Case studies without statistical control	(01) 02 03 04 05 06 07 08 09
Research Methods.....	Multiple methods	01 02 03 04 05 06 (07) 08 09
Analytic Methods.....	Unsystematic empirical generalization	(1) 2 3 4 5 8 9
Analytic Focus.....	Qualitative	(1) 2 8 9
Reliability.....	Not reported	(1) 2 8
Validity.....	Not reported	(1) 2 8
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Educational Innovation	1 2 (3) 4 5 6 8 9
Practice Area and Population.....	Five schools	

REGIONAL EDUCATIONAL SERVICE AGENCIES

AUTHOR: William Firestone, et al.

AVAILABILITY: Research for Better Schools. Annual Report on Study of Regional Educational Service Agencies: Fiscal Year 1981.

PURPOSE: The purpose of this study was to determine ways that school districts use knowledge for school improvement and to investigate the relationship between the school districts and the regional service agencies (RESA).

VARIABLES: This study examined several aspects of the linkage process: 1) the type of linkage (technical and political); 2) the role of the field agent; 3) the environment of RESAs.

DESCRIPTION: In conducting this study, the authors were interested in four major questions:

(1) In what ways do school districts use knowledge for school improvement?

(2) What is the relationship between school district and its staff and, the regional educational service agencies (RESA) who provide knowledge?

(3) What are some important local school district characteristics?

(4) What are the benefits/drawbacks derived from the school district-RESA relationship?

DEVELOPMENT: This study builds on previous research on dissemination systems. A number of earlier studies have indicated that interorganizational arrangements that promote contact between local practitioners and external agents promote educational change and contribute to knowledge use in school districts. Most of these studies have been evaluations of federal projects, many of which have been temporary systems. If such interorganizational arrangements are to become more permanent, they will have to take a different form. This study is helping to determine the extent to which RESAs currently provide such arrangements and are likely to in the future.

RELIABILITY/ VALIDITY: Not reported.

ADMINISTRATION:

Data have been collected in two waves. The first wave consisted of site visits to twenty-three of the fifty-four RESAs in the two states: eleven IUs (Intermediate Units), two EICs (Educational Improvement Centers), and ten County Offices. During site visits, interview and survey data were collected from agency administrators, external informants, and field agents. In each agency data were collected from one or two administrators and from three to twelve field staff. Complete data were obtained from 138 field agents, forty-one administrators, and thirty-six external informants--i.e., school superintendents and RESA board members.

A second wave of data collection yielded information from seventy-two school districts. At the district level interviews were conducted with the person most familiar with the overall working relationships between the school district and the RESA. Interviews were also conducted with two district-wide administrators, two principals, and four teachers who were also familiar with the services offered by the RESA. These people completed questionnaires. This procedure produced seventy-two interviews and 537 usable surveys. (4-5)

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Organization	01 02 03 (04) 05 06 07 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Longitudinal without statistical controls	01 02 (03) 04 05 06 07 08 09
Research Methods.....	Multiple Methods	01 02 03 04 05 06 (07) 08 09
Analytic Methods.....	Unavailable	1 2 3 4 5 (8) 9
Analytic Focus.....	Non-qualitative	1 (2) 8 9
Reliability.....	Not reported	(1) 2 8
Validity.....	Not reported	(1) 2 8
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Other	1 2 3 4 5 (6) 8 9
Practice Area and Population.....	Education, Field agents and school personnel	

POLICYMAKERS'USE OF EDUCATIONAL RESEARCH

AUTHOR: David H. Florio, Michael M. Behrmann, and Diane L. Goltz

AVAILABILITY: Florio, D.H., Behrmann, M.M. and D.L. Goltz. "What Do Policymakers Think of Educational Research and Evaluation? or Do They?" Educational Evaluation and Policy Analysis, Vol. 1, number 6(1979):61-87.

PURPOSE: The purpose of this study was to investigate the sources of information used by congressional staff members and to determine the relative importance and value of educational research in various aspects of the policy process.

VARIABLES: The study looked at the types of information used, the stage of the legislative process in which different types of information were most useful, the information needs of the respondents.

DESCRIPTION: The interviewees were provided with a set of open-ended questions designed to minimize the imposition of interviewer influence on their responses. The interview questions were designed to gain a general understanding of (a) the value and use of different types of educational studies, for example, evaluation and policy assessment studies, research studies, systematic data gathering, and concepts of social problems from social science inquiry; (b) when, in the different stages of tne legislative process (development, deliberation, decision, and oversight), various forms of inquiry are most useful; (c) types of information needed but not provided or problems with information overload; (d) that sources provide the most valid and reliable information; and (e) how educational inquiry rates in relation to other influences on legislative policy. Interviews were taped and reviewed by at least two interviewers for accuracy and completeness.

Most of the interviewees completed the survey instrument immediately following the interview. The survey was divided into three parts. First, respondents were asked to rank the relative importance of five general categories of policy relevant information: 1) financial considerations, 2) impact (effects and outcomes on individuals and organizations), 3) demographic data on populations served and affected, 4) information on policies and programs. Second, subjects were asked to provide priority rankings of different kinds of information within each of the general categories; and

third, they were asked to identify the five most important specific types of information from the forty-one items listed under the five categories. (63-64)

DEVELOPMENT: It is important to know where the congressional staff get their knowledge and information given their important role in the legislative process. It is useful for researchers and policy analysts to understand the degree to which congressional staff value and use the results of educational research and evaluation. In addition, it is useful to understand the barriers that block such use.

RELIABILITY/ VALIDITY: Not reported.

ADMINISTRATION: Twenty-six members of the congressional staff (personal and committee/subcommittee) dealing with educational legislation were interviewed concerning the sources of their information and the relative importance of educational inquiry in various stages of the policy process.

Twenty-four staffers also completed a survey instrument which dealt with the relative importance of different types of policy relevant information from educational studies. Staffers were asked to rank order the importance of information and knowledge needed in the policy process. Anonymity for the participants was assured. (63)

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Other (policymakers)	01 02 03 04 05 06 (07) 08 09
Sampling.....	Convenience	(01) 02 03 04 07 08 09
Design.....	Not Codable	01 02 03 04 05 06 07 08 (09)
Research Methods.....	Multiple Methods	01 02 03 04 05 06 (07) 08 09
Analytic Methods.....	Ratings	1 (2) 3 4 5 8 9
Analytic Focus.....	Non-qualitative	1 (2) 8 9
Reliability.....	Not reported	(1) 2 8
Validity.....	Not reported	(1) 2 8
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Uncodable	1 2 3 4 5 6 8 (9)
Practice Area and Population.....	Education, Congressional policymakers	

EFFECTS OF COGNITIVE STYLE AND COUNSELOR-CLIENT COMPATIBILITY ON CLIENT GROWTH

AUTHOR: P.S. Fry and P.A. Charron

AVAILABILITY: Fry, P.S. and P.A. Charron. "Effects of Cognitive Style and Counselor-Client Compatibility on Client Growth." Journal of Counseling Psychology, Vol. 27, number 6(1980): 529-538.

PURPOSE: The study was developed to investigate the effects of counselor-client cognitive style compatibility.

VARIABLES: Two cognitive style variables that had previously been shown to be very promising in a variety of interpersonal interaction studies--Serialism-holism and field dependence-independence--were tested. Dependent variables included the following: (a) client's scores on two ratings of improvement in self-exploration skills and self-awareness; (b) counselors' and client's subjective evaluation of ease of relating with partners; (c) counselors' written counseling plans analyzed according to instrumental and counseling strategies.

DESCRIPTION: Field dependence-independence was assessed by means of a Group Embedded Figures Test (GEFT) in which the subject must locate a previously seen simple geometric figure within a complex figure designed to embed it. The test is composed of twenty-four pairs of simple and complex figures.

Serialism-holism was assessed by means of a modified version of the Gandlemullor Test which employs machine programmed systems for exhibiting learning strategies and regulating uncertainty in a programmed conversation between the learner and machine.

DEVELOPMENT: The definition of cognitive style was adapted from the hypothetical construct developed by Goldstein and Blackman (1978) and Messick (1976). The variables of cognitive style were adapted from studies by Bracht, 1970; Pask, 1975 and Saloman, 1972 (for interpersonal interaction), and by Goldstein and Blackman, 1978, Witkin et al, 1977 (for field dependence-independence).

RELIABILITY/ VALIDITY:

Witkin et al., (1962) reported conclusively that the GEFT has a high test-retest reliability of .89 and .89 for men and women, respectively.

The empirical finding reflecting the validity and reliability of the Gandlemuller Test was that a respondent with holist and serialist disposition in the protest situation unequivocally adopts a holistic learning strategy in the programmed conversation.

ADMINISTRATION:

Cognitive style tests were administered in groups of ten individuals to a broad sample of sixty clients and sixty counselor trainers. The GEFT was administered first and the Serialism-holism test was administered second. Thirty-two clients and thirty-two trainees were selected, then the subjects were categorized in terms of thirty-two client-counselor pairs that varied in terms of field-independent versus field-dependent and serialist versus holist dimensions. Sixteen pairs represented extremes of scores and a high degree of matching or mismatching. The second set of ten pairs in the middle-range scores were rather loosely matched or mismatched. The final analyses were based on a collapsed form of basic design.

Directly after the second session, counselor trainees and clients were seperated and asked to evaluate their partner's performance, with the help of a checklist. These checklists designed to obtain ratings on a four-point scale, were first administered immediately on the completion of the second counseling session.

SOURCES:

Bracht, G.H. "Experimental Factors Related to Aptitude-Treatment Interactions." Review of Educational Research, 1970, 40, 626-645.

Pask, G. "Strategy, Competence and Conversation as Detrimenrs of Learning." Programmed Learning, 1969, 6, 250-267.

Pask, G. Conservation, Cognitive and Learning: A Cybernetic Theory and Methodology. Amsterdam: Elsevier, 1975.

Goldstein, K.M. and S. Blackman. Cognitive Style. New York: Wiley, 1978.

Witkin, H.A., C.A. Moore, D.R. Goodenough and P.W. Cox. "Field-dependent and Field-independent Cognitive Styles and Their Educational Implications." Review of Educational Research, 1977, 47, 1-64.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Dyad	01 (02) 03 04 05 06 07 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Longitudinal with statistical controls	01 02 03 (04) 05 06 07 08 09
Research Methods.....	Structural observation	01 (02) 03 04 05 06 07 08 09
Analytic Methods.....	Ratings	1 (2) 3 4 5 8 9
Analytic Focus.....	Qualitative	(1) 2 8 9
Reliability.....	Reported	1 (2) 8
Validity.....	No estimate reported	(1) 2 8
Definition of Use.....	Conceptual	1 (2) 3 8 9
Object of Use.....	Uncodable	1 2 3 4 5 6 8 (9)
Practice Area and Population.....	Psychotherapy, counselors, counseling psychologists, personality researchers	

CHANGE SEEKER INDEX

AUTHOR: Warren K. Garlington and Helen E. Shimota

AVAILABILITY: Warren K. Garlington, Ph.D., Department of Psychology, Washington State University, Pullman, WA 99164.

PURPOSE: Garlington and Shimota theorized that change-seeking need is reflected in certain (unspecified) personality characteristics and hence should be measurable by an appropriate personality test.

VARIABLES: Change-seeking need (perceived desire for activity, novelty, or excitement in lifestyle).

DESCRIPTION: This is a ninety-five item, forced choice (true-false), self report inventory. Some sample items of the Change Seeker Index (CSI) are:

1) I think a strong will power is a more valuable gift than well-informed violence.

2) I like to read newspaper accounts of murders and other forms of violence.

3) I like to conform to custom and to avoid doing things that people I respect might consider unconventional.

4) I would like to see a bullfight in Spain.

DEVELOPMENT: A preliminary item pool was constructed by selecting items on an unspecified basis from existing personality inventories that seemed to reflect change seeking. The authors constructed the additional items. The preliminary inventory was administered to a heterogenous sample of 105 college men, 137 college women, and sixty male soldiers. Final selection of items was based on item/total score correlations. Sepearte item analysis were performed within each of the three sample groups. The ninety-five items that correlated significantly ($p < .05$ in at least two of the three groups were retained.

RELIABILITY/ VALIDITY:

Split-half coefficients of .85 (n=80) and .80 (n=50) were reported for two undefined groups of college students. A test-retest coefficient of .91 (n=48) was reported for a group of hospitalized psychiatric patients tested 1 to 3 days after admission and again 7 to ten days later. A test-retest coefficient od .77 (n=44) was reported for a group of soldiers tested after an interval of three minutes.

Some evidence of construct validity was cited. Intelligence Quotient and CSI scores did not correlate significantly ($r = -.12$, $n=83$) for a group of psychiatric patients. Age correlated slightly and negatively ($r = -.21$, $n=150$, $p < .01$) for a sample of 150 patients. Men also scored higher than women. These relationships were claimed to be expected by the conceptualization of change seeking.

ADMINISTRATION:

Self-administered; appropriate length of time for completion is not specified, but forty-five minutes would appear to be ample for most respondents. No information on scoring is provided, but it appears that an item marked "true" could be assigned a value of 1, an item marked "false" could be assigned zero (0), reverse scored items could be assigned 1 if answered "false", and the respondent's score would be a total of assigned values.

SOURCES:

Garlington, W.K., Helen E. Shimota. "The Change Seeker Index: A Measure of the Need for Variable Stimulus Input." Psychological Reports, Vol. 14, (1964):919-924.

Klahn, J.E. An Analysis of Selected Factors and Success of First Year Student Nurses. Unpublished doctoral dissertation, Washington State University, 1966.

Klahn, J. E. "Self-concept and Change-Seeking Need of First Year Nurses." Journal of Nursing Education, (April 1969):11-16.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Individual	(01) 02 03 04 05 06 07 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Uncodable	01 02 03 04 05 06 07 08 (09)
Research Methods.....	Questionnaire	01 02 03 04 05 (06) 07 08 09
Analytic Methods.....	Bivariate Correlation Analysis	1 2 (3) 4 5 8 9
Analytic Focus.....	Qualitative	(1) 2 8 9
Reliability.....	Reported	1 (2) 8
Validity.....	Reported	1 (2) 8
Definition of Use.....	Instrumental with change in behavior	(1) 2 3 8 9
Object of Use.....	Scientific study	1 (2) 3 4 5 6 8 9
Practice Area and Population.....	Psychiatry, Nursing, general population	

THE CARAVAN ROLLS ON

AUTHOR: Gary Gregg, Thomas Preston, Alison Geist and Nathan Caplan

AVAILABILITY: Gregg, Gary, Thomas Preston, Alison Geist and Nathan Caplan. "The Caravan Rolls On: Forty Years of Social Problem Research". Knowledge: Creation, Diffusion, Utilization. Vol. 1, number 1, (September 1979):31-61.

PURPOSE: Gregg et al. undertook an examination of the "way social science studies social problems." Research reports were collected and analyzed in order to assess their relative qualities in terms of topic, context, and method.

VARIABLES: Variables measured were: type of journal, type of article (research, program evaluation or report, literature review), independent variable measured (ranging from personal characteristics to system characteristics), causal attributions made, relevance to theory or practice, and type of theory or practice under consideration.

DESCRIPTION: Samples of social science literature were taken from the years 1936, 1956, and 1976. Six hundred and ninety-eight articles were examined in six "social problem" areas: alcohol and drug abuse, suicide, delinquency, job satisfaction, rape, and race relations. Source journals were both pure and applied.

3,354 independent variables were coded and grouped into seventeen categories according to patterns of causal attributions reported by the authors of research articles.

DEVELOPMENT: The project was undertaken in order to explore more fully the findings of Caplan and Nelson (1973) which indicate that the institututional framework within which social science occurs favors research in personal factors and discourages research in social or organizational factors. The theoretical background to the research lies in the belief, expressed by numerous analysts, that the sciences (natural and social) "do not progress autonomously in accordance with their own rigorous rules....", but should rather be explained by "'external' factors ranging from generational conflict within the scientific community to the investment of competing theories with symbolic significance in major political struggles" (Kuhn, 1970, 1977, Feyerabend (1975) and Merton (1973). (See "Sources" below.)

RELIABILITY/ VALIDITY: No estimates on reliability or validity were reported.

ADMINISTRATION: Each of the 698 articles was coded according to the classification schema outlines above. The major findings concerned the percentage of articles which included attributional patterns (only 7% involved "multiple complex" relationships), the focus of study (the percentages of person-variables and system variables studied remained relatively constant over time- about 60% person and 20% system,) and the relationship between social forms and research topics. There were significant instances of research variables and theoretical approach varying over time in seeming response to social movements (e.g., the study of racism and discrimination). The penultimate conclusion, based on the completed analysis, was that the most serious failure of "social science qua science [is] its preoccupation with breaking social phenomena sown into collectives of facts that cannot be reintegrated into a model of society."

SOURCES:

Caplan, N., and S.D. Nelson. "On Being Useful: The Nature and Consequences of Psychological Research on Social Problems." American Psychologist. Vol. 28 (1973):199-2.

Feyerabend, Paul. Against Method: Outline of An Anarchistic Theory of Knowledge. New York: Schocken Books, 1975.

Kuhn, Thomas. The Essential Tension: Selected Studies in Scientific Tradition and Change. Chicago: University of Chicago Press, 1977.

---------- The Structure of Scientific Resolutions. Chicago: University of Chicago Press, 1970.

Merton, R.K. The Sociology of Science: Theoretical and Empirical Investigations. Chicago: University of Chicago Press, 1973.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Individual	(01) 02 03 04 05 06 07 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Longitudinal or crossectional without statistical controls	01 02 03 (04) 05 06 07 08 09
Research Methods.....	Content Analysis	01 02 (03) 04 05 06 07 08 09
Analytic Methods.....	Bivariate Analysis	1 2 (3) 4 5 8 9
Analytic Focus.....	Non-qualitative	1 (2) 8 9
Reliability.....	Not reported	(1) 2 8
Validity.....	Not reported	(1) 2 8
Definition of Use.....	Conceptual	1 (2) 3 8 9
Object of Use.....	Study	1 (2) 3 4 5 6 8 9
Practice Area and Population.....	Scientific communities, authors	

INTERPERSONAL TRUST DIFFERENTIAL

AUTHOR: Kim Griffin

AVAILABILITY: Griffin, Kim. "An Experimental Evaluation of the Trust Differential." Lawrence, Kansas: The Communication Research Center, University of Kansas at Lawrence, 1968.

PURPOSE: The Interpersonal Trust Differential is designed to measure the level of interpersonal trust within defined groups.

VARIABLES: Twenty-seven semantic-differential items measure aspects of an individual's perceptions about other members of a group or the group as an entity.
Sample items are:

(1) Scholarly __:__:__:__:__:__:__: Unscholarly
(10) Bond __:__:__:__:__:__:__: Timid
(18) Introverted__:__:__:__:__:__:__: Extroverted

DESCRIPTION: The twenty-seven semantic differential items answered in a seven point Likert-type scale. Subsequent Factor Analysis and calculation of T-ratios yielded three factors: character, dynamism, and expertness. A total of 325 respondents, divided into fifty-three small groups, took part in the revision of an earlier instrument which formed the basis of this study.

DEVELOPMENT: The current questionnaire was developed from an earlier seventy-two semantic differential scale. Each of the original items was analyzed in order for reliability and validity. (No details on the results of this analysis were presented.)

RELIABILITY/ VALIDITY: No figures for reliability or validity were given for the revised twenty-seven item survey.

ADMINISTRATION: The items are presented on a self-administered questionnaire. Average completion time is between ten and twenty minutes.

MEASURING STAGES OF CONCERN ABOUT THE INNOVATION

AUTHOR: Gene Hall, Archie George, and William Rutherford

AVAILABILITY: Hall, Gene, Archie George and William Rutherford. Measuring Stages of Concern About The Innovation: A Manual for Use of the SOC Questionnaire. Austin: Research and Development Center for Teacher Education, University of Texas at Austin, 1979.

PURPOSE: The SOC questionnaire is designed to assess the concerns of both users and nonusers concerning implementation of a specific innovation. The questionnaire is intended to provide a relatively quick and easy way for manager or consultants to identify concerns of his/her clients.

VARIABLES: The SOC questionnaire hypotheses seven stages of concern which an individual confronting a recently introduced innovation will take on to varying degrees. The stages are: 1) Awareness (little concern or involvement with the innovation; 2) Informational (a general awareness of the innovation and an interest in its substantive aspects; 3) Personal (an uncertainty exists about the relationship of the individual to the innovation), 4) Management (focusing attention on the introduction of the innovation on a daily basis), 5) Consequence (focusing attention on the impact of the innovation on subordinates and co-workers), 6) collaboration (focusing on cooperation and coordination with co-workers regarding the innovation), and 7) Refocusing (the exploration for new innovations as replacements.

DESCRIPTION: The SOC questionnaire consists of thirty-five items, to which individuals respond. The respondent marks each item on a 0 to 7 Likert-type seale according to the perceived truth of the item to the respondent.

DEVELOPMENT: The Research and Development Center for Teacher Education at the University of Texas at Austin developed this procedure out of a desire to more fully explore the effects of innovations on individuals. The process of change often brings with it a number of complex feelings of uncertainty, doubt and insecurity rooted in an individual's desire to come to grips with innovations. Other procedures centering around this concern examine innovations as a change process focusing on individuals' feelings about the innovation ("Assessing open-ended statements of Concern About an Innovation"--See page118). The rate and way in which an innovation is used ("Level of Use"--See page), and the variations of the innovation which are arrived at by

individuals as the innovation is disseminated ("Innovation Configuration"--See page).

RELIABILITY/ VALIDITY:

The alpha coefficients of internal consistency for each of the seven stages are: Awareness: .64, Informational: .78, Personal: .83, Management: .75, Consequence: .76, Collaberation: .82, and Refocusing: .71. (n=830). Test-retest correlations for each of the stages are: Awareness: .65, Informational: .86, Personal: .82, Management: .87, Consequence: .76, Collaboration: .84, and Refocusing: .71. (n=171).

Validity was measured by subjecting 150 of the 195 total items to principal components factor analysis with varimax rotation. Correlations between the se en identified factors and the seven stages of concern were:

Correlations Between Varimax Factor Scores and SOC Scale Scores

		Varimax Factor Scores						
		7	1	6	3	4	2	5
SOC Scale Scores	0	.83						
	1		.67					
	2			.72				
	3				.91			
	4					.96		
	5						.82	
	6							.88

FROM: Measuring Stages of Concern About the Innovation: A Manual for Use of the SOC Questionnaire. Austin: Research and Development Center for Teacher Education, University of Texas at Austin, 1979.

ADMINISTRATION:

The SOC Questionnaire is self-administered and requires between ten and fifteen minutes to complete. Scoring can be done with a computer or hand scored. The raw score for each of the seven scales is simply the sum of the Likert-type responses to the five statements for that scale.

SOURCES: Hall, Gene, Susan Loucks, William Rutherford and Beulah Newtone. "Levels of Use of the Innovation: A Framework for Analyzing Innovation Adoption." Journal of Teacher Education. Vol. 26., number 1, (1975):52-56.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Individual	(01) 02 03 04 05 06 07 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Quasi-Experimental without control groups and/or randomization	01 02 03 04 (05) 06 07 08 09 10
Research Methods.....	Questionnaires	01 02 03 04 05 (06) 07 08 09
Analytic Methods.....	Ratings/Codes	1 (2) 3 4 5 8 9
Analytic Focus.....	Non-Qualititive	1 (2) 8 9
Reliability.....	Reported	(1) 2 8
Validity.....	Reported	(1) 2 8
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Study	1 (2) 3 4 5 6 8 9
Practice Area and Population.....	General, Education, Practitioners	

JOB SATISFACTION AND THE DESIRE FOR CHANGE

AUTHOR: Einar Hardin.

AVAILABILITY: Hardin, Einar. "Job Satisfaction and the Desire for Change". Journal of Applied Psychology, Vol 51, number 1, 1967:20-27.

PURPOSE: To test the hypothesis that a person's desire for specific changes is governed by the discrepancy between the attractiveness to him of existing and potential job characteristics, and by an assessment of the process of change or passive general readiness for change.

VARIABLES: Variables measured are Job Satisfaction, Desire for Change, and Passive Readiness for change.

DESCRIPTION: The survey constituted a questionnaire of thirty-seven items dealing with desire for change, job satisfaction, and readiness for change. For the desire for change variable, the employees were asked to indicate whether they were "completely satisfied" or "not satisfied" with each aspect. They were also asked to indicate if they wanted to see "an increase", "no change", or " a decrease" in that aspect.

The level of satisfaction with an aspect was expressed numerically by assigning the arbitrary weights of 1, 2, 3, 4, and 5 to the five categories of response from "completely satisfied" to "not satisfied". Readiness for change was measured by response stating that "I strongly agree", "I agree a little", and "I neither agree nor disagree", "I disagree a little", and "I strongly disagree". The statements were as follows:

1. If I could do as I pleased, I would change the kind of work I do every few months.
2. One can never feel at ease on a job where the ways of doing things are always being changed.
3. The amount of variety in my work.
4. My control over the pace of my work.

5. The importance of my job for the company.

DEVELOPMENT: The material for this study was obtained from the first of two questionnaire surveys that had been conducted by the author and associates in an earlier longitudinal study of employee response to technological change. The questionnaires completed by 246 employees who participated in both surveys constituted the basic data pool.

RELIABILITY/ VALIDITY: The Product-Moment Correlations among test items had a median of .20 for Readiness of change, .51 for job satisfaction, and .26 for Desire for change, (n=199). The reliability of the two fourteen-item scores appeared to have been fairly high. However, the readiness-for-change items appeared fairly heterogenous.

ADMINISTRATION: The items were presented in order, but not in the form of a checklist. The ninth item was of the controlled-completion type, that is, the job that you would consider ideal for you would be one where the way you do your work: is always the same; changes very little; changes somewhat; changes quite a bit; changes a great deal. A total score on readiness for change was computed by assigning values from 1 to 5 to the response categories ranked in ascending order of readiness and summating the weights.

SOURCES:

Lippitt, R, J. Watson, and B. Westley. The Dynamics of Planned Change: A Comparative Study of Principles and Techniques. New York: Harcourt, Brace, 1958.

Trumbo, D.A. "Individual and Group Correlates of Attitudes Toward Work-Related Change." Journal of Applied Psychology, Vol. 45 (1961):338-344.

Hardin, E. "The Reactions of Employees to Office Automation". Monthly Labor Review, Vol. 83 (1960): 925-932.

Zander, A. "Resistance to Change-It's Analysis and Prevention." Advanced Management, Vol. 15 (1950):9-11.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Individual	01 02 03 04 05 06 07 08 09
Sampling.....	Purposive	01 02 03 04 07 08 09
Design.....	Quasi-Experimental without control group and/or randomization	01 02 03 04 05 06 07 08 09
Research Methods.....	Questionnaire	01 02 03 04 05 06 07 08 09
Analytic Methods.....	Multivariate analysis	1 2 3 4 5 8 9
Analytic Focus.....	Non-qualitative	1 2 8 9
Reliability.....	Reported	1 2 8
Validity.....	Not-reported	1 2 8
Definition of Use.....	Conceptual	1 2 3 8 9
Object of Use.....	Management innovation	1 2 3 4 5 6 8 9
Practice Area and Population.....	Psychology, Management employees	

MEASURING INNOVATION CONFIGURATIONS: PROCEDURES AND APPLICATIONS

AUTHORS: Susan Heck, Suzanne Stiegelbauer, Gene Hall and Susan Loucks.

AVAILABILITY: Heck, Susan, Suzanne Stiegelbauer, Gene Hall and Susan Loucks. Measuring Innovation Configurations: Procedures and Applications. Austin, Texas: Research and Development Center for Teacher Education, University of Texas, 1981.

PURPOSE: Innovation Configurations represent operationalized patterns of innovation characteristics which result from implementation by individuals in specific contexts. Different individuals will use segments of a particular innovation in different ways. The systematic explication and assessment of these patterns forms the basis for the Innovation Configuration Checklist.

VARIABLES: Variables represented are the behaviorally observed patterns of innovation use which represent the checklist. The stages of concern about an innovation (See Procedure number , page) and levels of use of an Innovation may also be used with this procedure. Taken together, these three-Innovation Configuration, Stages of Concern, and Level of Use-may be used as "key diagnostic variables that a change facilitator must monitor" in order to affect outcomes of innovation adoption and implementation.

DESCRIPTION: The assessment of Innovation Configurations was intended by the author's to be used in research, evaluation, staff development and dissemination studies. While the scope, amount of detail, specific format, and type of material included in any particular checklist will vary with the research context and the type of information desired by the researcher, the basic format for a checklist is a series of statements and questions respondents must answer concerning the innovation. The researcher, after outlining the specific innovation to be studied, identifies the components-"major features" of the innovation, usually through extensive literature reviews and interviews with key actors and stakeholders.

The checklist containing component parts of the innovation is divided into those which are "ideal", "acceptable", and "unacceptable" according to the model of the innovation which the researcher has arrived at. For details on the administration and analysis of checklists, see "Adminstration."

DEVELOPMENT: The Innovation Configuration checklist is part of the larger research on innovation adaption and implementation being done at the Research and Development Center for Teacher Education at the University of Texas at Austin. The Theoretical Mode of which the Checklist is a part views change "as a process, not as an event", and examines innovations as a change process focusing on individuals feelings about the innovation (Stages of Concern Scale-See page), the rate and way in which the innovation is used, (Level of Use-See page), and the variations of the innovation which are arrived at by various individuals as the innovation is disseminated (Innovation Configuration).

RELIABILITY/ VALIDITY: Reliability and Validity have not been calculated.

ADMINISTRATION: The Innovation Configuration Checklist (See "Development") is given to respondents involved in innovation use. Self-administered questionnaires, interview, or observation may be used in administering the Checklist. Length of each of these typed of administration varies with the extent of detail desired and type of innovation under consideration.

Data Analysis normally consists of frequencies-how many times individuals use each component of the innovation , or a variation. Clustering of components may be done by hand, and yield "dominant" configuration patterns. Relationships between configuration patterns and outcomes may also be gathered--for example, the extent to which certain configuration patterns correlate with outcomes such as achievement test scores, promotions, etc.

SOURCES:

Heck, Susan, Suzanne Stiegelbauer, Gene Hall and Susan Loucks. Measuring Innovation Configurations. Austin: Research and Development Center for Teacher Education, University of Texas at Austin, 1981.

Hall, Gene and Susan Loucks. "A Developmental Model for Determining Whether the Treatment Is Actually Implemented." American Educational Research Journal, Vol. 14, number 3, (Summer, 1977):263-76.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Individual	(01) 02 03 04 05 06 07 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Quasi-Experimental without Statistical Controls	01 02 03 04 (05) 06 07 08 09
Research Methods.....	Multiple Methods	01 02 03 04 05 06 (07) 08 09
Analytic Methods.....	Bivariate Analysis	1 2 (3) 4 5 8 9
Analytic Focus.....	Qualitative	(1) 2 8 9
Reliability.....	Not Reported	1 (2) 8
Validity.....	Not Reported	1 (2) 8
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Policy/Management Innovation	1 2 (3) 4 5 6 8 9
Practice Area and Population.....	Education, Practitioners, Policymakers	

HILL INTERACTION MATRIX

AUTHOR: William Fawcett Hill

AVAILABILITY: Hill, W.F. Youth Studies Center, University of Southern California, Los Angeles, CA 90007.

PURPOSE: Hill Interaction Matrix was developed to serve as a systematic conceptual framework for understanding, describing and doing research on group psychotherapy.

VARIABLES: Verbal interaction is classified along two dimensions found useful in distinguishing various types of groups. One dimension focuses on the content of group activity (what the group talks about). Four categories are used for this dimension: I) Topic, topics external to actual group concerns; II) Group, conversation about group itself; III) Personal, about problem of a group member; IV) Relationship, talking about the "here-and-now" relationships of members to each other.

Five categories comprise the second dimension of the matrix, work style: A) Responsive; B) Conventional; C) Assertive; D) Speculative; E) Confrontive.

DESCRIPTION: The HIM is not an instrument, but a scoring system. Each verbal interaction is assigned to one of the 20 cells of the matrix, which is four-by-five, corresponding to the four content categories and the five work style categories.

DEVELOPMENT: The first step in the development of HIM was empirical. Several hundred psychotherapy group meetings were observed, recorded, transcribed, and studied intensively. Judgments of observers were compared with comments elicited from the group participants during stimulated recall sessions. From this study a two-dimensional matrix was developed into the current 20-cell form.

The second step involved interviewing a large number of group psychotherapists, to determine essential theoretical ingredients in group psychotherapy. The empirical categories were then compared with psychodynamic theories, and placed on a hierarchy of therapeutic significance. As the scales were tested against further groups, revisions were made in the original matrix (HIM '54, HIM '56, HIM '62).

RELIABILITY/ VALIDITY:

Some reliability data have been collected on statement-by-statement forms of HIM. Using three trained judges on three groups, interjudge agreement averaged 70%. Using an unambiguous "typical statement" 64-item card sort, judges' reliability was 90%. The newer 72-item rating scale, HIM-62, has not been completely checked for reliability.

Validity claims are based on HIM's demonstrated ability to distinguish between therapy groups representative of several schools of psychotherapy.

ADMINISTRATION:

The HIM is filled out by a judge, observer, group leader, or other scale user after listening to a tape, reading a session transcript, or viewing a group session. The rater indicates for each item how frequently the behavior in question appeared or how many members participated. For each cell above the A level of group activity there are four items, two describing member activity and two describing leader activity. In addition, there is one item for each of the A level cells and four non-specific items. The ratings are entered on IBM cards and stored by computer. The computer result tells the interaction occurring in each dimension of the total group pattern.

SOURCES:

1. Hill, W.F. Hill Interaction Matrix: A Method of Studying Interaction in Psychotherapy Groups. Los Angeles, CA: Youth Studies Center, University of Southern California, 1965.

2. Locke, N. Group Psychoanalysis. New York, NY: New York University Press, 1961.

3. McCarthy, R.A. "Group Therapy in Alcoholism." Quarterly Journal of Studies of Alcohol, Vol. 11 (1950): 309.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Group	01 02 (03) 04 05 06 07 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Descriptive case study with explicit theory	01 (02) 03 04 05 06 07 08 09
Research Methods.....	Content analysis	01 02 (03) 04 05 06 07 08 09
Analytic Methods.....	Ratings	1 (2) 3 4 5 8 9
Analytic Focus.....	Qualitative	(1) 2 8 9
Reliability.....	Not reported	(1) 2 8
Validity.....	Not reported	(1) 2 8
Definition of Use.....	Conceptual	1 (2) 3 8 9
Object of Use.....	Other	1 2 3 4 5 (6) 8 9
Practice Area and Population.....	Group Psychoanalysis and Psychotherapy, Mental patients.	

THE EDUCATIONAL INFORMATION MARKET STUDY

AUTHOR: Paul Hood and Linda Blackwell

AVAILABILITY: Hood, Paul and Linda Blackwell. The Educational Information Market Study. San Francisco, CA: Far West Laboratory for Educational Research and Development, October, 1976.

PURPOSE: This study was concerned with defining the characteristics, needs, and purposes of educational audiences in terms of their actual or potential use of educational information.

VARIABLES: This study is based on an Educational Information Use Model in which the authors established relationships among several sets of variables including: (1) organizational context; (2) position and kind of work performed by the respondent; (3) purpose for seeking information; (4) availability of information sources; (5) information channels used; (6) information used/preferred; and (7) demographic variables.

DESCRIPTION: Six versions of a seven-page instrument were created in order to tailor questions concerning (a) needs for information in broad subject areas, (b) work activities, and (c) people and organizations users turn to in seeking advice or information, to the special characteristics of (1) practitioners, (2) administrators, (3) higher education chiefs and institutional researchers, (4) educational faculty and social scientists, (5) school boards, and (6) legislators.

The questionnaire was organized in nine major sections dealing with questions: (1) about yourself and your work, (2) about the information sources you use in your most important work activities, (3) about the usefulness of the information sources you use, (4) about the most important characteristics of the information sources you prefer, (5) about your purposes for seeking information, (6) about your problems in acquiring and using information, (7) about the people and organizations you turn to, (8) about the information products and services that would be most useful to you, and (9) statistical data (age and degree attained) (I-2).

DEVELOPMENT: The Educational Information Market Study was part of a larger study of educational information system requirements, sponsored by the National Institute of Education. The study was

a two stage effort involving a field interview and a mail questionnaire. Field interviews that were conducted with a judgmentally-selected sample of 137 key persons, representing 17 different educational roles, and located in over forty communities throughout the United States. The field survey was undertaken to develop an indepth understanding of user information needs, to develop and refine a conceptual framework and associated data-analytic methodology, and to provide the basis for the design of a comprehensive, nationwide probability sampling mail survey of all major types of users.

RELIABILITY/ VALIDITY: None reported.

ADMINISTRATION: Four major audiences (and fourteen subaudiences) were identified: (1) elementary and secondary level public school practitioners (teachers, principals, other instructional and support staff), (2) elementary and secondary public education administrators and professional staff (local, intermediate, and state agencies), (3) higher education groups (chief administrators, institutional researchers, faculty of schools and colleges of education, social scientists), and (4) governance groups (local school boards, state school boards, state legislators, U.S. Congressional aides). An overall response rate of approximately fifty percent was achieved; however, response rates for subaudiences ranged from twenty-three percent for state legislators to sixty-nine percent for higher education chief administrators.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Other (educational audiences)	01 02 03 04 05 06 (07) 08 09
Sampling.....	Random	01 02 (03) 04 07 08 09
Design.....	Not codable	01 02 03 04 05 06 07 08 (09)
Research Methods.....	Multiple methods	01 02 03 04 05 06 (07) 08 09
Analytic Methods.....	Multivariate	1 2 3 (4) 5 8 9
Analytic Focus.....	Nonqualitative	1 (2) 8 9
Reliability.....	Not reported	(1) 2 8
Validity.....	Not reported	(1) 2 8
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Other	1 2 3 4 5 (6) 8 9
Practice Area and Population.....	Education practitioners and policymakers	

DISCOVERING STRATEGIC PATTERNS FROM DOCUMENTARY EVIDENCE

AUTHOR: Anne Sigismund Huff

AVAILABILITY: Anne Sigismund Huff, Department of Business Administration, University of Illinois at Urbana-Champaign.

PURPOSE: This study has as its primary purpose the discovery and systematic analysis of strategic patterns from documentary analysis.

VARIABLES: Variables in the study were the causal attribution statements made in documentary evidence-speeches of a school superintendent and the patterns these attributions fell into.

DESCRIPTION: Seventy-three speeches made by one school superintendent over fifteen years (1965-1980) were acquired and analyzed. Causal statements were identified and coded according to the following coding schema:

CODING CLASSIFICATION SYSTEM

Symbol	Definition
1+1	Positively affects
1-1	Negatively affects
1+1	Will not hurt, does not prevent, is not harmful
1o1	Will not help, does not promote, is of no benefit to
1a1	May or may not be related to, affects indeterminably
1m1	Affects in some non-zero way
1o1	Does not matter for, has no affect on, has no relation to
1=1	Is equivalent to, is defined as
1E1	Is an example of, is one member of

DEVELOPMENT: A "strategy"-the focus of this research, is defined as "a pattern of key decisions over time...." which do not necessarily have an explicit statement of intent to be discovered and analyzed. The method utilized in this

study which focuses on causal assertions, was developed by Robert Axelrod and his associates.

RELIABILITY/ VALIDITY: Intercode reliability was estimated at 96% by Axelrod (1976:229-230; see "Sources" below). Intercoder reliability on the issue of whether or not statements were "causal" was estimated at 80% in the same source.

No estimates of validity were given.

ADMINISTRATION: Using the coding schema presented above, the researcher analyzed documents and presented a series of findings which identified changes in "strategic patterns" of cause and intent by the superintendent.

SOURCES: Axelrod, Robert (ed.). Structure of Decision. Princeton University Press, Princeton, 1976.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Other (documents)	01 02 03 04 05 06 (07) 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Descriptive case study with explicit theory	01 (02) 03 04 05 06 07 08 09
Research Methods.....	Content Analysis	01 02 (03) 04 05 06 07 08 09
Analytic Methods.....	Ratings and codes	1 (2) 3 4 5 8 9
Analytic Focus.....	Non-qualitative	1 (2) 8 9
Reliability.....	Reported	1 (2) 8
Validity.....	Reported	1 (2) 8
Definition of Use.....	Conceptual	1 (2) 3 8 9
Object of Use.....	Study	1 (2) 3 4 5 6 8 9
Practice Area and Population.....	Education, Policymakers	

INTEGRATING ACADEMIA AND PRACTICE

AUTHOR: Knowlton Johnson

AVAILABILITY: Johnson, K. "Stimulating Evaluation Use By Integrating Academia and Practice," Knowledge: Creation, Diffusion, Utilization. Vol. 2, number 2 (December 1980):237-62.

PURPOSE: The purpose of this study is to examine how to integrate the worlds of academia and practice so that evaluation research results will be more frequently used by decision-makers. The study focused on evaluation research products produced by academics for decisionmakers in a network of state and county organizations concerned with the administration of justice(238).

VARIABLES: The dependent measure, evaluation utilization, was developed through a Guttman Scalogram Analysis of questions pertaining to conceptual use (thinking about or planning to use the evaluation method or results) and instrumental use (using or suggesting to supervisors the use of evaluation products).

DESCRIPTION: Conceptual use of the evaluation products was operationalized in two ways. One measure operationalized the concept of program evaluability by combining two questions probing the respondents' potential use of the evaluation procedures (process evaluation) and the findings. A second measure concerned the extent to which decision makers had developed their own ideas on using the findings or ideas of how process evaluation could be used to evaluate other programs in their agency. Respondents who indicated they had made specific plans to use the evaluation results or method employed to produce the results were included in the composite score of the second type of measure.

Measures for four types of instrumental use were constructed. First, a measure of general use was developed requiring no use of specific findings. This measure included questions about using findings for funding purposes and for justifying current direction. Second, the use of particular findings to modify a program was included and, third, specific use of findings for program development purposes was considered. A fourth measure of instrumental use concerned whether the respondents had presented or suggested that a formative type of evaluation procedure be used to evaluate other programs.

DEVELOPMENT: The conceptual framework of Havelock (1969) provided the starting point for the construction of an Academia-Practice Linkage Model. This framework relates resource-user linkage to four change process elements-who delivers what to whom by what channel.

RELIABILITY/ VALIDITY: By using the described measures of evaluation use, a Guttman Scalogram Analysis revealed that a scale ranging from 0 to 6 could be constructed with a coefficient of reproductibility of 0.94 and a coefficient of scalability of 0.73.

ADMINISTRATION: Interviews were conducted with seventy-five decisionmakers working in twenty-five organizations. Four trained graduate students conducted personal interviews with these agency personnel. The interviews took approximately 30-45 minutes to complete.

The interview schedule contained a series of questions about the frequency and nature of contact with university personnel and students, exposure to the content of the evaluation products, and use of the evaluation findings. A questionnaire solicited background information, appraisals of the evaluation producers, and their products and attitudes toward using such products. On completing the interview, the questionnaire was left for decision makers to complete and return to a governmental official coordinating the data collection stage of the study. A total of 68(91%) of the respondents returned the questionnaire. (244-245).

SOURCES: Havelock, R.G. Planning for Innovation Through Dissemination and Utilization of Knowledge. Ann Arbor: University of Michigan, Institute for Social Research, 1969.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Other (decision makers)	01 02 03 04 05 06 (07) 08 09
Sampling.....	Convenience	(01) 02 03 04 07 08 09
Design.....	Uncodable	01 02 03 04 05 06 07 08 (09)
Research Methods.....	Multiple Methods	01 02 03 04 05 06 (07) 08 09
Analytic Methods.....	Multivariate Analysis	1 2 3 (4) 5 8 9
Analytic Focus.....	Non-qualitative	1 (2) 8 9
Reliability.....	Reported	1 (2) 8
Validity.....	Not reported	1 (2) 8
Definition of Use.....	Uncodable	1 2 3 8 (9)
Object of Use.....	Evaluation	(1) 2 3 4 5 6 8 9
Practice Area and Population.....	Administration of Justice, Decision makers	

ROLE CONSTRUCT REPERTORY TEST

AUTHOR: George A. Kelly

AVAILABILITY: Kelly, G.A. The Psychology of Personal Constructs, Vols. I and II (New York: W.W. Norton, 1955).

PURPOSE: The Role Construct Repertory Test (Rep Test) is a measure of cognitive structure which focuses on the personality. The purpose of the Rep Test is to elicit an individual's personal construct system.

VARIABLES: The Rep Test does not attempt to measure variables previously conceptualized by the researcher, it seeks, rather to elicit from the respondent in his own language the major constructs used to interpret different situations. A personal construct, as Kelly develops the term, is a channel of psychological movement. "In its minimum context a construct is a way in which at least two elements are similar and contrast with a third" (Kelly, 1955). Three elements are the minimum required for a construct; the two which are similar are termed the "construed"; the third is called the "contrast". For example, two roles may be seen as having in common the element "easygoing", and a third role may be specifically contrasted by having the element "hypertensive."

DESCRIPTION: The Rep Test is not just a single test, but a highly flexible technique. A number of forms have developed over the years, each of them tailored to specific purposes. The general method, however, requires respondents to simultaneously compare and contrast elements along dimensions that the respondent himself generates.

DEVELOPMENT: The Rep Test is based on a highly developed and formal theoretical framework called Personal Construct Theory (Kelly, 1955).

Personal construct theory posits that man uses his cognitive processes to predict and control his environment. As experience is gained, each individual learns to codify observations into a system of interrelated interpretations, thus developing his own set of personal constructs by which the individual structures his world and learns to anticipate future events. The psychology of personal constructs is

concerned with ways to analyze and describe an individual's unique set of constructs as well as to discover how and why these sets develop and change (Bannister and Mair, 1968).

The implications of this theory are that an individual responds to a situation in terms of how he uniquely perceives the situation. In turn, an individual's interpretation of a situation is directly dependent upon his current repertoire of personal constructs. Therefore, the ability to understand and predict human behavior depends upon the extent to which the relevant set of personal constructs can be surfaced (Bannister and Maire, 1968).

RELIABILITY/ VALIDITY:

Kelly rejects the concept of reliability as unsuitable to the Rep Test; he prefers to discuss its consistency, and refers to studies of hospital patients and of college students which showed that on two administrations of two different but equivalent forms of the test, the average agreements in constructs used were 69% and 70% in the two groups respectively. The standard deviations were 6% and 8%. Field and Landfield (1961) found a two-week test-retest correlation of .79 between constructs elicited by the same elements and on of .80 between constructs elicited by new elements (n=80 normals). They also found that when subjects chose their own elements with regard for role titles, they repeated 72% of the role title occupants. Pedersen (1958) found an average agreement of 77% between persons chosen to fill role titles in two separate administrations one week apart (Lake, Miles and Earle, 1973).

ADMINISTRATION:

There are many different variations of the Rep Test. Basically and briefly, the technique is applied as follows:

1. A list is drwan up of all the objects in a field under study. The length of the list is not critically important, but the optimum number is between 10-30 items or subsets.

2. The items are then transferred onto a set of numbered cards, each of which carries the name of a single object.

3. A grid is prepared for recording the subject's responses. The columns of the grid are headed by numbers which correspond to the numbered cards carrying the name of the object or subset.

4. The interviews are carried out individually: a) the subject is shown the entire pack of cards and told to sort through them and remove any with which he is totally unfamiliar; b) three cards are

selected in a predetermined random order; and c) the respondent is asked "to think of a way in which any two of the three are similar to each other and different from the third" (Frost and Braine, 1967:165). Thus, without being led, the respondent reveals a construct which he uses to categorize and differentiate between objects in the field.

5. Having identified a dimension by which the user simultaneously categorizes and differentiates between objects, the respondent is asked to sort through the cards and rate the remaining brands along this dimension. This rating may be in the form of a paired comparison, a ranking, or a rating along a scale.

6. Next the respondent is handed a different set of cards and the procedure is repeated (i.e., "to think of a way in which any two of the three are similar to each other and different from the third"). In addition, the respondent is instructed not to repeat a response that was given previously, in order to generate a new construct.

7. The process continues until the respondent can no longer think of new constructs. The average response is eighteen constructs per interview (Frost and Braine, 1967). In most cases only forty interviews are necessary to identify all the relevant attributes in a domain of interest.

SOURCES:

Bannister, D. and Mair, J.M.M. The Evaluation of Personal Constructs. New York: Academic Press, 1968.

Fjeld, S.P. and A.W. Landfield. "Personal Construct Consistency." Psychological Reports, Vol, 8, (1961):127.

Lake, D.G., M.B. Miles, and R.B. Earle, Jr. (eds.). Measuring Human Behavior, New York: Teacher College Press, 1973.

Pedersen, F.A. "A Consistency Study of the R.C.R.T." Unpublished master's thesis, Columbus: Ohio State University, 1958.

CRITICAL THINKING, EDUCATIONAL PREPARATION, AND DEVELOPMENT OF MORAL JUDGEMENT

AUTHOR: Shaké Ketefian

AVAILABILITY: Ketefian, Shaké. "Critical Thinking, Educational Preparation, and Development of Moral Judgement." Nursing Research. Vol. 30, number 2, (March-April 1981):98-103.

PURPOSE: Watson-Glaser Critical Thinking Test (1964) and the Defining Issues Test (Rest, 1974) were used with a group of nurses in nursing school to determine the relationship between critical thinking, level of education, and level of moral judgement.

VARIABLES: 1) Critical Thinking, measured by the Watson-Glaser Critical Thinking Appraisal Test Form ZM (1964); 2) Moral Reasoning, measured by Rest's Defining Issues Test, (1976), and 3) Educational Preparation. This variable is divided into two categories: Skill oriented education, on a junior or community college level, and Professional, based on theory and offered by "senior college or university nursing program". (100)

DESCRIPTION: These variables were operationalized in the following manner. The Watson-Glaser Critical Thinking Appraisal Test is composed of 100 items "that require application of cognitive abilities in solving problems, interpreting and evaluating statements and arguments similar to those encountered in early life." (100). Total scores, as well as five subscores (inference, recognition of assumptions, deduction, interpretation, and evaluation of arguments.)

The Moral Judgement Development Measure was developed by J. Rest and others. Six hypothetical stories, each with a moral dilemma, are presented to respondents. Each story, in turn, contains twelve "issue statements". Each of these statements is a "distinctive way of defining and evaluating a social moral dilemma" (101). Respondents rate each issue for each story on a scale of importance, and then re-ranks the issues ranked first through fourth.

Educational Preparation was operationalized by levels of education gathered on personal information sheets by Professor Ketefian.

DEVELOPMENT: Three hypotheses were presented by Ketefian: 1) A positive relationship exists between critical thinking and moral reasoning; 2) A difference exists in moral reasoning between professional and technical nurses, and 3) critical thinking and aducational preparation together predict greater variance in moral reasoning than either considered separately.

RELIABILITY/ VALIDITY: The Moral Judgement Development Measure was tested for validity with multi-aged groups of students, from ages fourteen through Ph.D. students. One way ANOUA of scores across the four groups showed an F value at or beyond the .01 level of significance. Reliability, as determined by test-retest correlation data, was .81.

The Critical Thinking Measure reliability, consisting of odd-even split half reliability coefficients, range from .77 to .83. Construct validity, in the form of correlations with various intelligence and comprehension tests, ranges from .65 to .73.

ADMINISTRATION: One hundred and fifty-eight registered nurses were given packets containing the Critical Thinking Measure Test, the Defining Issues Test, and a personal information sheet. Seventy-nine responses were analyzed. All three hypotheses were upheld.

SOURCES: Watson, G. and E.M. Glaser. Critical Thinking Appraisal Manual. New York: Harcourt, Brace and World, 1964.

Rest, J. Manual for the Defining Issues Test. Minneapolis, The University of Minnesots, 1974. (mimeo).

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Individual	(01) 02 03 04 05 06 07 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Quasi-experimental without control groups and/or randomization	01 02 03 04 (05) 06 07 08 09
Research Methods.....	Questionnaires	01 02 03 04 05 (06) 07 08 09
Analytic Methods.....	Multivariate Analysis	1 2 3 (4) 5 8 9
Analytic Focus.....	Non-qualitative	1 (2) 8 9
Reliability.....	Reported	1 (2) 8
Validity.....	Reported	1 (2) 8
Definition of Use.....	Conceptual	1 (2) 3 8 9
Object of Use.....	Study	1 (2) 3 4 5 6 8 9
Practice Area and Population.....	Health, Nurses	

INSTRUCTIONAL CHANGE INVENTORY

AUTHOR: Harry J. Knopke

AVAILABILITY: Knopke, Harry J. "Instructional Change Inventory". Office of Educational Development. College of Community Health Sciences, University of Alabama, P.O. Box 6291, University, Alabama 35486.

PURPOSE: The instrument was designed to identify the extent to which recommended changes involving the teaching-learning process had been implemented with major program changes.

VARIABLES: Commitment to change, extent of perceived implementation of change.

DESCRIPTION: Twenty items in a seven-point Likert-type format measure both commitment to change (to a great extent--to a slight extent) and perceived implementation of change (definitely is being implemented--definitely is not begin implemented).

The respondents are asked to indicate the extent to which they feel committed to implement each of item in their teaching activities, and write the appropriate number, using the following scale:

1 2 3 4 5 6 7

Committed to a great extent — Committed to a slight extent

1. Delineate students' cognitive, attitudinal, and psychomotor objectives for each course in terms of overall goals and objectives in the curriculum.

2. Describe student performance in a course in terms of group achievement to allow for academic competition and rank ordering.

DEVELOPMENT: Both a review of the literature and an examination of program documents of schools involved in the study resulted in a list of forty statements describing either innovative or traditional instructional practices. The professional health care educators reviewed the items for relevance to

health care education and to correct omission. The resulting thirty-two items were reviewed for content, the remaining twenty-eight items were administered to full-time undergraduate faculty members in two nursing schools. Ninety-seven completed instruments were returned. Items with item subscale score correlation of less than .34 were discarded, leaving twenty items, of which eleven represented innovative instructional practices and nine traditional practices.

RELIABILITY/ VALIDITY:

For the revised instrument, internal consistency was assessed from the data obtained from the instrument development study. Coefficient alpha was .77 for first part (commitment) and .73 for the second part (implementation). The instrument was administered to faculties of the school of nursing (n=38; 84% return rate), school of medicine (n=40; 72% return rate), and school of pharmacy (n=27; 84% return rate). Coefficient alpha was calculated on the total sample of 104; it was .77 for first part and .82 for the second part.

The factor analysis of the commitment data have construct validity implications.

ADMINISTRATION:

The test is self-administered. Time required for completion is not specified, although 20 minutes appears to be sufficient for most respondents.

The inventory yields two subscale scores, degree of commitment and perceived degree of implementation.

SOURCES:

Knopke, Harry J. "Instructional Change in Health Care Education." Nursing Research, Vol. 25, (1976):262-67.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Other (professional health care educators)	01 02 03 04 05 06 (07) 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Uncodable	01 02 03 04 05 06 07 08 09
Research Methods.....	Questionnaire	01 02 03 04 05 (06) 07 08 09
Analytic Methods.....	Ratings	1 (2) 3 4 5 8 9
Analytic Focus.....	Non-qualitative	1 (2) 8 9
Reliability.....	Reported	1 (2) 8
Validity.....	Not reported	(1) 2 8
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Evaluation	(1) 2 3 4 5 6 8 9
Practice Area and Population.....	Nursing Education Research, Faculty in Nursing	

INFORMATION UTILIZATION INSTRUMENT

AUTHOR: Judith Larsen

AVAILABILITY: American Institutes for Research in the Behavioral Sciences, P.O. Box 1113, 1791 Arastradero Road, Palo Alto, CA, 94302.

PURPOSE: The purpose of the IUI is to determine the nature and extent of utilization of information passed from experts to potential user.

VARIABLES: Utilization/Non-utilization of information.

DESCRIPTION: This procedure for determining utilization assumes that information is presented to potential users by a consultant or expert. The expert may present information in any of several forms: descriptions of research findings, explicit action recommendations, general suggestions, a series of ideas, etc.

The expert meets with potential users and presents the information to them. This may take the form of a consultation, a site visit, a phone conversation, etc. The critical event is that specific information passed from expert to potential user must be identified. The technique used by the author was to have a trained observer note specific information provided by a consultant.

DEVELOPMENT: Not reported.

RELIABILITY/ VALIDITY: Not reported.

ADMINISTRATION: The application the author used with this instrument was consultation. Each consultant was accompanied by a trained observer who noted specific suggestions provided by the consultant. A list of suggestions was left with the users and a copy retained by the observer. At two points in time, four months and eight months, following the orginal visit, the list of suggestions were used to form the basis of follow-up telephone interviews with users. The purpose of the interviews was to determine the nature and extent of utilization.

Interviews were conducted with several potential users in each organization. The interviewer presented each suggestion individually. Users were asked what, if anything, had been done with each suggestion. If the suggestion had been discussed, the interviewer attempted to find out what decision had been made. If the users decided not to do anything, the interviewer attempted to learn their reasons. If users decided to implement the suggestion, the interviewer attempted to learn what specific steps they had taken and how the implementation process was proceeding. The interviewer continued probing until the appropriate category for the response was clear. Responses were then assigned to one of seven categories of use or non-use. Some examples of the categories are:

(1) Information considered and rejected. Some discussion took place, but the information was no longer being considered.

(4) Steps taken toward implementation. Although the information had not been implemented, the decision to do so had been made and steps toward it had been taken.

(7) Implemented and adapted to fit the user's needs. Certain features of the information were modified or adapted to fit the local situation.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Individual	(01) 02 03 04 05 06 07 08 09
Sampling.....	Unavailable	01 02 03 04 07 (08) 09
Design.....	Unavailable	01 02 03 04 05 06 07 (08) 09
Research Methods.....	Multiple Methods	01 02 03 04 05 06 (07) 08 09
Analytic Methods.....	Not available	1 2 3 4 5 (8) 9
Analytic Focus.....	Non-qualitative	1 (2) 8 9
Reliability.....	Not reported	(1) 2 8
Validity.....	Not reported	(1) 2 8
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Person-embodied innovation	1 2 3 4 (5) 6 8 9
Practice Area and Population.....	Adaptable to any practice area, Untargeted	

PROFILE OF ORGANIZATIONAL CHARACTERISTICS

AUTHOR: Rensis Likert

AVAILABILITY: Likert, Rensis. The Human Organization. New York: McGraw-Hill, 1967.

PURPOSE: The instrument was designed to measure the prevalence of defined "management systems" within organizations 1) "Exploitative Authentative", 2)"Benevolent Authentative," 3) "Consultative," and 4) "Participative."

VARIABLES: Variables measured fall into eight categories: 1) Leadership process used, 2) Character of Motivational Forces, 3) Character of Communication Process, 4) Character of Decisionmaking Process, 6) Character of Goal Setting or Ordering, 7) Character of Control Process, and 8) Performance Goals and Training.

DESCRIPTION: Fifty one items falling under the eight categories above are answered by respondents with modified Likert-type scale values. (20 point scale).

DEVELOPMENT: Not reported.

RELIABILITY/ VALIDITY: Split-half reliabilities of .81, .97 and .99 were reported for various samples. No other information was reported.

No validity coefficients were reported.

ADMINISTRATION: The self-administered questionnaire takes between thirty and forty minutes to complete.

SOURCES: Not reported.

MEASURING LEVELS OF USE OF THE INNOVATION

AUTHOR: Susan F. Loucks, Beulah W. Newlove and Gene E. Hall

AVAILABILITY: Loucks, Susan F., Beulah W. Newlove and Gene E. Hall. Measuring Levels of Use of the Innovation: A Manual for Trainers, Interviewers and Raters. Austin: Research and Development Center for Teacher Education, University of Texas at Austin.

PURPOSE: The Levels of Use Scale seeks to describe behaviors of innovation users. It defines operationally the various "states" or categories of innovation user behavior.

VARIABLES: Eight discrete levels of use of an innovation are described: 0--(Non-Use: user has little or no knowledge of the innovation); 1--(Orientation: user is gathering information about the innovation); 2--(Preparation: the user is preparing for first use of the innovation); 3--(Mechanical Use: user directs attention to day-to-day use of the innovation); 4a--(Routine: use of the innovation is stabilized); 4b--(Refinement: user varies the use of the innovation); 5--(Integration: user combines use of innovation with colleagues to achieve a collective impact); and 6--(Renewal: user reevaluates the quality of use of the innovation).

DESCRIPTION: The Levels of Use Scale matches the eight discrete levels of use outlined in "variables" above with seven categories of innovation adoption and implementation: "Knowledge" (what the user knows about characteristics of the innovation and how to use it; "Acquiring Information" (soliciting the information about the innovation); "Sharing" (discussing the innovation with others); "Assessing" (examining the potential or actual use of the innovation); "Planning" (designing and planning steps for adopting and implementing the innovation); "Status Reporting" (outlining personal feelings about the use of the innovation); and "Performing" (carrying out the actual operationalization of the innovation).

DEVELOPMENT: The Levels of Use Scale is part of the larger research on innovation adoption and implementation being carried out at the Research and Development Center for Teacher Education at the Universtiy of Austin. The theoretical model of which the scale is a part, is one which views change "as a process, not as an event", and examines innovations as a change process focusing on the individual's feelings about the innovation

(the Stages of Concern Scale--see page 60), the rate and way in which the innovation is used (Level of Use Scale), and the variations of the innovation which are arrived at by various individuals as the innovation is disseminated (the Innovation Configuration Scale--see page 67).

RELIABILITY/ VALIDITY:

Interrater reliability is estimated by assigning each interview to two raters. If the two don't agree, a third rater is used. Loucks, Newlove and Hall report that in the initial use of LoU, 36% of the interviews required a third rater.

Rater reliability was determined by randomly pairing raters. The percent of agreement each rater obtains with the other is an index. X^2 tests were used to determine whether significant differences appeared between raters. The weighted mean of all the raters' percent of agreement equals the percent of interviews agreed upon by two raters'. This measure serves as an index of reliability. In the initial use of the LoU, 65% to 70% of tapes were agreed upon by two raters.

ADMINISTRATION:

Data for the Level of Use Scale is gathered through an interview, which is generally taped for actual ratings at a later date. Interviewers and Raters--those who actually decide at what point of the LoU the respondent is,based on taped answers--are often not the same individuals. Interviews vary from ten to thirty-five minutes. The principle objective of the interview is to gather sufficient information to assign a Level of Use. Based on the results of the ratings--which are descriptive values pinpointing the level of use--the researcher may assign each individual a Level of Use. Rater judgements are subjective, based on responses.

SOURCES:

Hall, Gene, Susan Loucks, William Rutherford and Beulah Newlove. "Levels of Use of the Innovation: A Framework for Analyzing Innovation Adoption." Journal of Teacher Education. Vol. 26, number 1 (Spring 1975): 5-7.

Hall, Gene, R.C. Wallace and W.E. Dosset. A Developmental Conceptualization of the Adoption Process Within Educational Institutions. Austin: Research and Development Center for Teacher Education, University of Texas at Austin, 1973.

Ebel, R.L. "Estimation of the Reliability of Ratings." Psychometrika. Vol. 16 (1951): 407-24.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Individual	(01) 02 03 04 05 06 07 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Quasi-experimental without control groups and/or randomization	01 02 03 04 (05) 06 07 08 09
Research Methods.....	Interviews	01 02 03 04 (05) 06 07 08 09
Analytic Methods.....	Bivariate Analysis	1 2 (3) 4 5 8 9
Analytic Focus.....	Non-qualitative	1 (2) 8 9
Reliability.....	Reported	1 (2) 8
Validity.....	Reported	1 (2) 8
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Policy/Management Innovation	1 2 (3) 4 5 6 8 9
Practice Area and Population.....	Education-practitioners, policymakers	

STRATEGIES FOR KNOWLEDGE USE AND SCHOOL IMPROVEMENT

AUTHOR: Karen Louis, Sheila Rosenblum and James Molitor

AVAILABILITY: Louis, K.S., Rosenblum, S. and J.A. Molitor. Strategies for Knowledge Use and School Improvement. Cambridge, MA: Abt Associates, July 1981.

PURPOSE: The purpose of this research project is to study the R & D Utilization Program established by The National Institute of Education which was designed to test whether school-level practices could be improved by making external resources available to school personnel.

VARIABLES: The authors developed a general model which guided the study and analysis of the impacts of the RDU program. The model is divided into three sections: 1) local conditions which include concepts and variables derived largely from the "innovative organizations" tradition; 2) intervention strategies which map the RDU approach onto the "strategies of change" tradition, and which categorize the strategies employed by RDU into three different types--information, technical assistance and an internal problem solving process and; 3) proximate and distal outcomes, both those intended by NIE and/or the projects and the unintended outcomes.

DESCRIPTION: This study addressed six major issues:

* how relationships are managed among the various agencies that possess the expertise and resources to help local schools solve problems;
* to what degree an intervention program such as RDU can help schools overcome barriers to successful problem solving (such as limited access to information or lack of planning skills, etc.);
* to what degree the products of educational R & D are relevant to the problems and contexts of local schools;
* what the impact is of the products of educational R & D once they have been adopted and implemented;
* what factors contribute to the institutionalization of the RDU approach within a variety of organizations; and

* how linking agents coordinate the flow of external resources to schools, and whether this helps the schools solve problems. (15)

DEVELOPMENT: The study was designed so that each data source could provide different types of information about the characteristics of the school, and about institutionalization of the process and product. The teacher questionnaire emphasized teacher assessments of materials, the process and the impacts of the activities and process on the school. The site visits, on the other hand, emphasized capturing the nature of the intervention at the school level, particularly the major features of the problem-solving process at various stages, and the level of activity of various key actors, both inside the school (principals, teachers, etc.) and outside (field agents and others). There was some overlap in items and topics between instruments, but the strategy was to develop an information "division of labor" based on the knowledgeability of the respondent/observer about certain topics, and the need to develop both site-visit protocols and questionnaires that were not overly burdensome. (42)

RELIABILITY/ VALIDITY: Not reported.

ADMINISTRATION: Data were collected in face-to-face focused but unstructured interviews at fifty-one sites. Case studies were written on forty-six sites, five of which also received site visits. In addition, mail surveys were sent to principals and teachers at participating schools.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Organization	01 02 03 (04) 05 06 07 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Case studies without explicit theory	(01) 02 03 04 05 06 07 08 09
Research Methods.....	Multiple methods	01 02 03 04 05 06 (07) 08 09
Analytic Methods.....	Multivariate analysis	1 2 3 (4) 5 8 9
Analytic Focus.....	Qualitative	(1) 2 8 9
Reliability.....	Not reported	(1) 2 8
Validity.....	Not reported	(1) 2 8
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Uncodable	1 2 3 4 5 6 8 (9)
Practice Area and Population.....	Schools, Linking agents	

PERSONNEL RELATIONS SURVEY

AUTHOR: Joseph Luft and Harry Ingham

AVAILABILITY: Luft, Joseph and Harry Ingham. "Personnel Relations Survey". Teleometrics, Inc., 2200 So. Post Oak Road, Suite 424, Houston, Texas 77027.

PURPOSE: The PRS is designed to determine how managers monitor and control the flow of information between themselves and others. It is designed to assess the understanding and behavior of managers in their interpersonal relationships.

VARIABLES: Personal relations with others is divided into "exposure" and "feed back" factors. These could be measured by variables as "Relationship with employees," "Relationship with colleagues," "Relationship with supervisors."

DESCRIPTION: The survey is a sixty item inventory, with two alternatives reactions of handling the situation described in the item. Respondents are asked to choose what they would normally do in that situation, rather than what should they do. For each item, there are five points that could be distributed in six possible combinations for responding to the pair of alternatives presented with each inventory item. Here 5 = "completely characteristic of the respondent", 4 = "somewhat characteristic," and 0 = "completely uncharacteristic", while 3 = "alternative A being more characteristic of the respondent than the alternative B, and 4 is reverse of condition for 3.

One example of items are:

1. If an employee of mine had a "personality conflict" with a manager of another department with whom it was important that he cooperate in order for the work to get done, I would:

   A. Tell my employee that I felt he was partially responsible for any conflicts with this other person and try to indicate how the other person was being affected by him,

   or

   B. Not get involved for fear that I wouldn't be able to continue to get along with them once I had entered it in any way.

DEVELOPMENT: The Personnel Relations Survey is based on a model of inter-personal relations called the Johari Window; this model, in turn, was developed some years ago by Dr. Joseph Luft and Harry Ingham for their programs in group dynamics training. By modifying slightly their earlier work it is possible to treat the Johari Window as an information flow model and to measure the tendencies of individuals to facilitate or hinder the flow of interpersonal information.

RELIABILITY/ VALIDITY: The instrument was developed in strict accordance with accepted principles of psychological test construction. In the item-analysis using a sample of 100 or more subjects, each item is correlated against its criterion score, and no items are used that do not significantly correlate. After item-analysis, a test-retest reliability is made, and if the instrument is stable enough, as indicated by criterion of .60 or better, it is then subjected to a construct validity check. Construct validity by and large is acceptable for training instruments, but not acceptable for research or selection devices.

ADMINISTRATION: It is a self-administered questionnaire, without any time limit. The scoring is done by the individual taking the inventory.

SOURCES: N/A

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Individual	(01) 02 03 04 05 06 07 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Descriptive case study with explicit theory	01 (02) 03 04 05 06 07 08 09
Research Methods.....	Questionnaires	01 02 03 04 05 (06) 07 08 09
Analytic Methods.....	Codes	1 (2) 3 4 5 8 9
Analytic Focus.....	Qualitative	(1) 2 8 9
Reliability.....	Not reported	(1) 2 8
Validity.....	Not reported	(1) 2 8
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Management innovation	1 2 (3) 4 5 6 8 9
Practice Area and Population.....	Business Management, Managers	

POLICY IMPLICATIONS ANALYSIS

AUTHOR: Doren Madey and A. Jackson Stenner

AVAILABILITY: Madey, Doren and A. Jackson Stenner, "Policy Implications Analysis: A Methodological Advancement for Policy Research and Evaluation." Paper presented at 1980 meeting of Education Research Society, Arlington, Virginia.

PURPOSE: PIA is a six-step technique designed to clearly articulate information requirements of "information users" at both national and local levels as evaluations of policies or programs are undertaken.

VARIABLES: Variables are the types of information utilized by defined personnel in any articulated problem area. This information may be as broadly or narrowly defined as possible, depending in large measure on 1) the nature of the issue or problem investigated, and 2) the degree of specificity desired by the researchers and/or actors.

DESCRIPTION: The PIA is similar in background, method, and purpose to the delphi technique, scenario writing, (a la Herman Kahn), and various conferencing techniques which have as their goal the structured and systematic explication of problem formalities by various actors and stakeholders in a given problem domain. The technique itself has six steps.

(1) Once the problem area has been identified, researchers create "statements of hypothetical, but theoretically possible findings which could result from the evaluation...", ranging from "relatively straightforward" to "relatively unexpected".

(2) On the basis of these scenarios, packets are made up containing introductory descriptions of the PIA process, the scenarios, and a series of instructions for respondents allowing them to respond to the scenarios as well as the program being evaluated.

(3) Respondents-policymakers and other "information users" are identified by the Research team.

(4) Respondents are asked to complete the packet described in (2) above. Each scenario is ranked according to the respondents approximation of the

likeliness of each scenario occurring, preferred policy actions with respect to the program being evaluated, and information requirements for further analysis.

(5) Responses are analyzed through qualitative data reduction techniques, and

(6) Responses are used to create hypotheses concerning program evaluation.

DEVELOPMENT: PIA is based on the Delphi Technique and Scenario Construction. While the process is generally not iterative, it is used to uncover "diverse expectations and information needs emanating from different perspectives."

RELIABILITY/ VALIDITY: No reliability or validity reported.

ADMINISTRATION: PIA is a self-administered questionnaire and associated forms. No times are reported.

SOURCES:

Stenner, A.J., and D.L. Masley. Policy Implications Analysis, Exercise 1, "Design for the Evaluation of the State Capacity Building Program in Dissemination." Durham, N.C.: NTS Research Corporation, 1976.

Madey, D.L. and A.J. Stenner. "Policy Implications Analysis: A Methodological Advancement for Policy Research and Evaluation." Paper presented at the 1980 meeting of the Evaluation Research Society, Arlington, Virginia.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Other (local and national policymakers)	01 02 03 04 05 06 (07) 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Description Case study without explicit theory	01 (02) 03 04 05 06 07 08 09
Research Methods.....	Questionnaire	01 02 03 04 05 (06) 07 08 09
Analytic Methods.....	Unsystematic, Empirical generalizations	(1) 2 3 4 5 8 9
Analytic Focus.....	Qualitative	(1) 2 8 9
Reliability.....	No estimate	(1) 2 8
Validity.....	No estimate	(1) 2 8
Definition of Use.....	Symbolic	1 2 (3) 8 9
Object of Use.....	Project Report/Evaluation	(1) 2 3 4 5 6 8 9
Practice Area and Population.....	General	

REMOTE ASSOCIATES TEST

AUTHOR: Sarnoff Mednick and Martha Mednick

AVAILABILITY: Mednick, Sarnoff and Martha Mednick. Research in Personality. New York: Holt, Rinehart and Winston, 1963.

PURPOSE: The Remote Associates Test is designed to measure the ability of individuals to associate ideas that are seemingly "remote" from one another. This ability is taken to be an indication of creativity.

VARIABLES: Variables are associations which respondents make between ideas or concepts considered to be "mutually remote".

DESCRIPTION: The RAT is composed of thirty items, each consisting of three words drawn from groups determined to be mutually remote-that is, non-associative, by the authors. Respondents are asked to think of a fourth word which can be associated with each of the three in the cluster, and which thus serves to associate each of the words. One cluster is:

Cookies sixteen heart

with a probable fourth being "sweet".

DEVELOPMENT: Words used in the RAT were developed by utilizing words found to have a low probability response in standard word association tests such as the Kent-Rosanoff Word Association Test or the Thorndike-Lorge Word Count. By thus attempting to assure low levels of association, clusters of words could be constucted which had zero levels of association.

RELIABILITY/ VALIDITY: Corrected odd-even reliability for the test was .92 for women and .91 for men in tests at various colleges.

Criteria validity was determined by measuring results of the RAT against instructor's assessments of twenty students' creativity at a college of architecture. The correlation between students' RAT scores and the instructors' rating was .70 ($p < .01$).

ADMINISTRATION: There is a forty minute time limit generally imposed in the thirty item self administered questionnaire. Scores are computed by adding the number of correct numbers.

SOURCES:

Mednick, M. "Research Creativity in Psychology Graduate Students." Journal of Consulting Psychology. Vol. 27. (1963):265-66.

Wallach, M.A., and N. Kogan. "A New Look at the Creativity-Intelligence Distinction." Journal of Personality. Vol. 33, (1965):348-69.

Wallach, M.A. and N. Hogan. Modes of Thinking In Young Children: A Study of the Creativity-Intelligence Distinction. New York: Holt, Rinehart and Winston, 1965.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Individual	(01) 02 03 04 05 06 07 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Quasi-experimental without control groups and/or randomization	01 02 03 04 (05) 06 07 08 09
Research Methods.....	Questionnaire	01 02 03 04 05 (06) 07 08 09
Analytic Methods.....	Bivariate Analysis	1 2 (3) 4 5 8 9
Analytic Focus.....	Non-qualitative	1 (2) 8 9
Reliability.....	Reported	(1) 2 8
Validity.....	Reported	(1) 2 8
Definition of Use.....	Conceptual	1 (2) 3 8 9
Object of Use.....	Study	1 (2) 3 4 5 6 8 9
Practice Area and Population.....	General, Students	

MEETINGS

AUTHOR: Matthew B. Miles

AVAILABILITY: Miles, Matthew B. "Meetings" in Dale Lake, Final Report Cooperative Project for Educational Development. Washington: U.S. Office of Education, 1970.

PURPOSE: The instrument is designed to measure group problem-solving adequacy.

VARIABLES: The thirty-seven items were written to cover all stages of problem-solving, plus several continuing functions (summarizing, process analyzing, participation), plus items dealing with positive and negative climate. The stages of problem-solving supposedly sampled by items are: agenda clarity and control; problem definition; diagnosis; solution generation; solution discussion; decision-making; implementation; follow-up. Solution-adequacy is also measured.

DESCRIPTION: Each item describes a function usually involved in problem-solving in a particular work group of which the respondent is a member. The respondent is asked to indicate the frequency of its occurrence on a seven-point scale. A typical item is:

> "People ask why the problem exists, what the causes are."

The respondent indicates how frequently this happens, from very frequently to very infrequently. An earlier version uses "very typical" to "not typical at all."

DEVELOPMENT: The instrument is one of twenty created for the Co-operative Project for Educational Development (COPED). As such, it was initially field-tested on a small number of teachers and principals (n=150) and then inserted in a package of twenty instruments and administered to more than 3,000 adults in twenty-one school systems ranging from rural to metropolitan. The entire package was administered at two points in time during one school year. Each instrument was then lifted and further developed by interested authors.

RELIABILITY/ VALIDITY:

Test-retest studies to date have yielded average item reliabilities of .60. The average item-intercorrelation was about .30. The positive sum correlates .89 with total score, and negative sum .90 with total score.

Construct validity of the instrument was explored through the use of four separate factor analysis yielding three factors which have been named Decision-Making Effectiveness, Problem-Solving Adequacy, and Commitment (involved in meeting). The criterion for including an item in a factor was that it must have a .56 or better loading in at least three out of four analyses. The four studies included sample sizes as follows: 625, 48, 491, and 122 (all adults employed in school systems in the COPED study).

ADMINISTRATION:

Scoring instructions indicate that 15 of the items are worded in a positive direction; the sum of responses on these can be seen as a score implying the presence of behavior indicating problem-solving adequacy such as, "When a decision is made, it is clear who would carry it out and when."

The remaining items are worded in a negative direction, but reverse-scored. This sum implies relative absence of behaviors usually thought to represent adequate problem-solving. The sum of these two scores is used as an over-all score representing problem-solving adequacy.

SOURCES:

Miles, Mathew B. "Meetings" in Dale Lake, Final Report Cooperative Project for Educational Development. Washington: U.S. Office of Education, 1970.

SOCIAL SCIENCE IMPACT ON LEGISLATIVE DECISION MAKING PROCESS

AUTHOR: Douglas E. Mitchell,

AVAILABILITY: Mitchell, Douglas E. "Social Science Impact on Legislative Decision Making: Process and Substance," Educational Researcher, (November 1980):9-19.

PURPOSE: This study was conducted in order to develop a clearer understanding of the impact of social science on policy making. This study specifically focused on the role of state legislatures in formulating basic educational policies.

VARIABLES: First, the study attempted to identify, define and measure distinct stages in the development of major issues. Three distinct stages were hypothesized: 1) articulation stage-translating diffuse demands into specific proposals for legislative enactment; 2) aggregation stage-which consists of compromising, scrutinizing full implications of a proposal etc.; 3) allocation, concerns the priority of the proposal.

Second, the study attempted to identify the types of resources that are important in controlling the decision making process.

DESCRIPTION: Each respondent was asked to: 1) describe recent legislation in one or more of six predetermined issue areas; 2) identify the key actors who formulate and influence these legislative decisions; 3) discuss how the legislature is influenced by these actors; 4) define "the issues" being resolved as legislation is enacted; and 5) identify the resources utilized to control or influence the decision-making process. (10)

DEVELOPMENT: Not reported.

RELIABILITY/ VALIDITY: Not reported.

ADMINISTRATION: Data for the study were collected from 160 key legislative policy influentials in the states of Arizona, California and Oregon. Tape recorded interviews with the respondents (lasting twenty minutes to 1½ hours) covered the develop-

ment of six educational policy issues: basic skills, personnel (including collective bargaining), finance, special education, governance reform, and categorical aid programs.

Respondents included members of education and fiscal committees, elected legislative leaders; personal committee or chamber staff consultants; lobbyists representing educational interest groups and professional staff members from state departments of education and the governor's executive staff.

A content analysis of approximately one-third of the verbatim transcripts was used to develop a general framework for interpretation of the data. The general framework was then checked against the remaining interview tapes for consistency and evaluation. (9-10)

SOURCES:

Mitchell, Douglas E. Shaping Legislative Decisions: Education Policy and the Social Sciences (Lexington, Mass: D.C. Heath and Co., Lexington Books, 1981).

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Other (legislature)	01 02 03 04 05 06 (07) 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Descriptive case study without explicit theory	(01) 02 03 04 05 06 07 08 09
Research Methods.....	Interviews	01 02 03 04 (05) 06 07 08 09
Analytic Methods.....	Empirical generalization	(1) 2 3 4 5 8 9
Analytic Focus.....	Non-qualitative	1 (2) 8 9
Reliability.....	Not reported	(1) 2 8
Validity.....	Not reported	(1) 2 8
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Uncodable	1 2 3 4 5 6 8 (9)
Practice Area and Population.....	Key legislative policymakers in the field of education	

INFORMATION PREFERENCES OF STATE EDUCATION POLICYMAKERS

AUTHOR: Linda J. Nelson and Michael W. Kirst

AVAILABILITY: Nelson, L.J. and M.W. Kirst. Institute for Research on Education Finance and Government. CERAS Building, School of Education, Stanford University, Stanford, CA 94305.

PURPOSE: The purpose of this study was to determine: (1) which modes and sources of information state education policymakers like best and why, (2) whether policymakers use research in their work-related activities, and (3) how to improve research dissemination strategies in order to better reach target audiences.

VARIABLES: Several sets of variables were measured in this study including: (1) the organizational sources of information which are considered to be important in the work of respondents; (2) the most valued information source of the respondent; (3) the attributes that make information useful to respondents; (4) the modes of oral and written and visual communication used by respondents; (5) stage in the policy cycle; (6) barriers that block research use; (7) perceived future information needs.

DESCRIPTION: This six page mail questionnaire consists of various types of scales regarding information usage. Respondents mark each item on a three-point scale indicating how often an information source is used and how valuable the source is in forming opinions about issues. Information sources are listed and respondents are instructed to rate with the following scale:

I use this source of information

( ) often
( ) occasionally
( ) rarely

The information I obtain from this source is

( ) crucial
( ) of some use
( ) of little use

DEVELOPMENT: The Policy Communication Research Project at the Institute for Research on Educational Finance and Governance has

developed a research program with the aim of answering questions about research/policy linkages. School finance and special education were selected for the initial phase of this research because these issues seem to represent two different configurations of policy communities.

RELIABILITY/ VALIDITY: None reported.

ADMINISTRATION: The six page questionnaire was mailed to a purposive sample of 493 policymakers. Individuals key to the policymaking process within each state and for each issue covered were carefully selected. This was to ensure that the responses reflected the preferences of state policymakers most active in school finance and special education arenas.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Other (state education policymakers)	01 02 03 04 05 06 (07) 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Quasi experimental without controls and randomization	01 02 03 04 (05) 06 07 08 09
Research Methods.....	Questionnaire	01 02 03 04 05 (06) 07 08 09
Analytic Methods.....	Ratings	1 (2) 3 4 5 8 9
Analytic Focus.....	Non-qualitative	1 (2) 8 9
Reliability.....	None reported	(1) 2 8
Validity.....	None reported	(1) 2 8
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Uncodable	1 2 3 4 5 6 8 (9)
Practice Area and Population.....	Education, policymakers.	

ASSESSING OPEN-ENDED STATEMENTS OF CONCERN ABOUT AN INNOVATION

AUTHOR: Beulah Newlove and Gene Hall

AVAILABILITY: The Research and Development Center for Teacher Education, University of Texas at Austin.

PURPOSE: The purpose of the instrument is to assess the concerns of innovation users and nonusers with regard to the implementation of a specific innovation. Measures arrived at are intended to provide workshop leaders, managers, or consultants with a relatively easy and quick method of identifying the concerns of clients or subordinates about an innovation.

VARIABLES: The instrument measures the concerns and attitudes of respondents. Concerns are defined as the composite representation of the feelings, preoccupations, thoughts, or considerations given to a particular issue. The instrument attempts to measure individuals' perceptions.

DESCRIPTION: The instrument consists of an open-ended self-administered questionnaire which is constructed to reflect the specific innovation under consideration. On the first page, respondents are asked to respond to the question "Please respond in terms of your present concerns, or how you feel about your involvement or potential involvement with the innovation of [ ]....Please think in terms of your own perceptions of what [ ] involves. Page two includes demographic data concerning the respondent's length of involvement with the innovation, their level of awareness of it, etc.

The Demographic Information page is intended by the authors to collect "anything you think important that may be useful in analyzing the concerns expressed."

Analysis consists of both qualitative and quantitative data. Analysts may read the responses and answer questions such as "Are concerns arising from uncertainties about how one's role will change with use of the innovation? Is collaboration with other colleagues a predominant focus?

Alternatively, analysts may break the open-ended replies into "content units" -one or more sentences "representative

of only one thought or idea." Each of these content units is then assigned a number from the following categorization schema:

0	AWARENESS:	Little concern about or involvement with the innovation is indicated.
1	INFORMATIONAL:	A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about himself/herself in relation to the innovation. She/he is interested is substantive aspects of the innovation in a selfless manner such as general characteristics, effects, and requirements for use.
2	PERSONAL:	Individual is uncertain about the demands of the innovation, his/her inadequacy to meet those demands, and his/her role with the innovation. This includes analysis of his/her role in relation to the reward structure of the organization, decision making and consideration of potential commitment. Financial or status implications of the program for self and colleagues may also be reflected.
3	MANAGEMENT:	Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, and time demands are utmost.
4	CONSEQUENCE:	Attention focuses on impact of the innovation on students in his/her immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation of student outcomes, including performance and competencies, and changes needed to increase student outcomes.
5	COLLABORATION:	The focus is on coordination and cooperation with others regarding use of the innovation.
6	REFOCUSING:	The focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation.

Original concept from Hall, G.E., Wallace, R.C., Jr., & Dossett, W.A. A development conceptualization of the adoption process within educational institutions. Austin: Research and Development Center for Teacher Education, The University of Texas, 1973. Taken from "A Manual for Assessing Open-Ended Statements of Concern About An Innovation." Austin: University of Texas at Austin, 1976: p. 11.

DEVELOPMENT: The Texas R & D Center developed this procedure out of experiences "with individuals involved in change." The process of change brings with it a number of complex feelings of uncertainty, doubt and insecurity rooted in individuals desire to come to grips with change in the form of innovations being introduced. The type of concerns individuals have vary; "... certain aspects of the innovation are perceived as being more important than others at a given time." At the same time, a desire was felt to understand and break down the process of coming to grips with an innovation which individuals and collectivities normally go through. While the instrument was first used to assess educational innovations, it has since been used in a number of other fields.

RELIABILITY/ VALIDITY: None reported.

ADMINISTRATION: See "Description" on preceding page.

SOURCES:

Newlove, Beulah and Gene Hall. A Manual for Assessing Open-Ended Statements of Concern About An Innovation. Austin: Research and Development Center for Teacher Education, University of Texas at Austin, 1976.

Fuller, F.F. "Concerns of Teachers: A Developmental Conceptualization." American Educational Research Journal, Vol. 6, number 2, (March 1969):207-26.

Hall, Gene. "The Study of Individual Teacher and Professional Concerns About Innovations." Journal of Teacher Education, Vol. 27, number 1 (1976):22-23.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Individual	(01) 02 03 04 05 06 07 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Description Case Study of Explicit Theory	01 (02) 03 04 05 06 07 08 09 10
Research Methods.....	Content Analysis	01 02 (03) 04 05 06 07 08 09
Analytic Methods.....	Ratings or Codes	1 (2) 3 4 5 8 9
Analytic Focus.....	Non Qualitative	1 (2) 8 9
Reliability.....	Not reported	(1) 2 8
Validity.....	Not reported	(1) 2 8
Definition of Use.....	Conceptual	1 (2) 3 8 9
Object of Use.....	Person-Embodied Innovation	1 2 3 4 (5) 6 8 9
Practice Area and Population.....	Education, Practitioners	

STERN'S ORGANIZATIONAL CLIMATE INDEX: A RECONCEPTUALIZATION

AUTHOR: R.L. Payne and D.C. Pheysey

AVAILABILITY: Payne, R.L. and D.C. Pheysey, "G.G. Stern's Organizational Climate Index: A Reconceptualization and Application to Business Organizations." Organizational Behavior and Human Performance. Vol. 6, number 1, (January 1971):77-98.

PURPOSE: To design an instrument to measure Business Organizations climate by reconceptualizing G.G. Stern's Organizational Climate Index.

VARIABLES: The variables chosen by the authors to measure the Business Organization Climate Index (BOCI) are: Authority, Restraint, work-interest, Personal relations, Routine or control, wider community orientation administration efficiency.

DESCRIPTION: The BOCI questionnaire has 192 items, where twelve to sixty-four items combined to form a scale for a single variable or factor. Each item is to be scored "True" or "False". Typical items include:

Authority Scales

Leaders' Psychological Distance
Senior personnel are frequently jealous of their authority.
There is a lot of bootlicking.

Questioning Authority
People avoid direct clashes with senior personnel at all costs.
People who get pushed around here are expected to fight back.

Restraint Scale

Open-mindedness
People here speak out openly.
Criticism is taken as a personal affront in this organization.

DEVELOPMENT: The authors found G.G. Stern's Organizational Climate Index (OCI), a rich source of items to measure Business Organization Climate Index (BOCI). The 300 items of OCI were sorted into groups of items with common interest. By successive sorting

they arrived at six broad groupings, and forty-six subcategories were sorted to their common meaning and interest. By this procedure 254 items were sorted into twenty-four different conceptual areas, which "fit" the business organization. The BOCI questionnaire was then administered to 120 junior middle managers from more than 100 companies. The respondents were all attending management courses in three different institutions: an industry staff college, a college of technology, and a University.

RELIABILITY/ VALIDITY:

The 24 subgroups have split-half reliability coefficients ranging from .26 to .92 with all but three of the twenty-four coefficients greater than .60 and to have Mean general biserial correlation ranging from .68 to .83 (n=120). In test-retest reliability eighteen of the scales showed a very low F ratio, which supports the reliability of the instrument. Only five of the scales had an F ratio much greater than 1.0.

ADMINISTRATION:

BOCI is self-administered questionnaire with 192 items, out of which twelve to sixty-four items combined to form a scale for a single factor. The respondents score "true" or "false" for each item. BOCI measures use the aggregate score of individuals to represent the larger system.

SOURCES:

Hickson, D.J., D.S. Pugh and D.C. Pheysey. "Operations Technology and Organization Structure: An Empirical Reappraisal." Administrative Science Quarterly. Vol. 14, (1969):378-397.

Stern, G.G., M.I. Stein and B.S. Bloom. Methods in Personality Assessment. Glencoe, Illinois: Free Press,1956.

Stern, G.G. People in Context: The Measurement of Environmental Interaction in School and Society. Vol. 1. Unpublished, 1967. Report, Syracuse University Library.

Pheysey, D.C., R.L. Payne, and D.S. Pugh. "Managerial Groups in Contrasted Organizations: An Analysis of Some Stuctural Concomitants." Administrative Science Quarterly, 1971.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Organization	01 02 03 (04) 05 06 07 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Cross-sectional with statistical controls	01 02 03 (04) 05 06 07 08 09
Research Methods.....	Questionnaire	01 02 03 04 05 (06) 07 08 09
Analytic Methods.....	Factor analysis	1 2 3 (4) 5 8 9
Analytic Focus.....	Multivariate Analysis	1 (2) 8 9
Reliability.....	Reported	1 (2) 8
Validity.....	Reported	1 (2) 8
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Management of business organizations environment	1 2 (3) 4 5 6 8 9
Practice Area and Population.....	Business organization, workers at all levels in the business organization	

CONDUCT AND UTILIZATION OF RESEARCH IN NURSING

AUTHOR: Donald C. Pelz and JoAnne Horsely

AVAILABILITY: Pelz, D.C. and JA. Horsely. "Measuring Utilization of Nursing Research" in J.A.Ciarlo (ed.) Utilizing Evaluation Beverly Hills, CA: Sage, 1981.

PURPOSE: This questionnaire was developed to assess the nursing staffs' attitudes toward their control over their own practice. The general aim of the project was to increase the utilization of research findings in the daily practice of registered nurses.

VARIABLES: Six dimensions of control over nursing practice (CONP) were identified: Control over practice, access to ideas, interpersonal influence, evaluation and modification, resources and research utilization.

DESCRIPTION: The instrument was an eighteen page machine scored questionnaire. Of the 430 items of information obtained from the questionnaires, ten items and one index were selected as measuring directly or indirectly, the extent of research use.

DEVELOPMENT: These indices have been used as predictors of staffing variables such as job satisfaction and have potential applicability as predictors of the quality of patient care delivered.

RELIABILITY/ VALADITY: Three types of validity and reliability estimates were made. Stability. Average percent agreement for the items in each of the six indices ranged from 38.0 to 61.0 where missing data were replaced by index means. The two-to-three week retest period and reactivity of the questions are cited as hypotheses for several of the stability estimates falling below the 50.0% criterion for new indices.

Internal Consistency. All six indices met the criterion of alpha $\geq$.70 for new indices with average alphas for each sample = .82. Index factor loadings also met the new index criterion of $\geq$.500. The Arizona sample averaged loadings of .679; whereas the more heterogeneous Michigan sample averaged .650.

Construct Validity. Although they performed well in discriminant assessments, Control over Practice and Interpersonal Influence did not predict well $p<.05$ in predictive modeling. Therefore, four of these six new indices are deemed to have moderate construct validity, and the other two are still at a modest level.

ADMINISTRATION: The C.O.N.P. indices were assessed in the context of a correlational descriptive design with two samples. The first was a convenience sample of 116 Arizona registered nurses who worked day or evening shift on all major services (medicine, surgery, pediatrics, obstetrics and gynecology). The second sample was a random subset of 67 registered nurses from a convenience sample of over 1,000 nurses from similar inpatient units all over Michigan. The Michigan subset was used as a comparison group for the factor analysis and coefficient alpha estimates. Personnel profiles and questionnaires were used for data-gathering. Profiles provided information about staffs' education, age, position, previous tenure, and sex.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Other (nursing staff)	01 02 03 04 05 06 (07) 08 09
Sampling.....	Convenience	(01) 02 03 04 07 08 09
Design.....	Uncodable	01 02 03 04 05 06 07 08 (09)
Research Methods.....	Questionnaire	01 02 03 04 05 (06) 07 08 09
Analytic Methods.....	Multivariate	1 2 3 (4) 5 8 9
Analytic Focus.....	Non-qualitative	1 (2) 8 9
Reliability.....	Reported	1 (2) 8
Validity.....	Reported	1 (2) 8
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Uncodable	1 2 3 4 5 6 8 (9)
Practice Area and Population.....	Nursing, Practitioners	

THE EDUCATIONAL FORCES INVENTORY

AUTHOR: Nicholas Rayder and Bart Body

AVAILABILITY: Rayder, Nicholas and Bart Body. "The Educational Forces Inventory: Psychometric Properties." Journal of Experimental Education, Vol44, (1975):35-44.

PURPOSE: The Educational Forces Inventory (EFI) is designed to determine the relative influence of factors within the educational system on classroom teaching.

VARIABLES: The following ten variables are used in the EFI: 1) School principle, 2) Central Office Administrative Personnel, 3) Other teachers, 4) Parents, 5) District-Approved curriculum, 6) Testing programs, 7) Board of Education, 8) Physical plant, 9) Social Environment of the Community in which the school is located, and 10) The teacher him-or herself.

DESCRIPTION: Each variable listed above is evaluated by respondents in a three-step process (See "Administration" below) in the form of a self-administered questionnaire which generally takes between fifteen and thirty minutes to complete. Salient variables are assessed in terms of their relative influence on two dimensions: "power" (the amount of influence exerted) and "affect" (the extent to which the influence is perceived to be positive or negative).

DEVELOPMENT: The EFI was developed in order to assess the variables (or "forces") which classroom teachers believe have the most impact on the teaching process, either negatively or positively.

RELIABILITY/ VALIDITY: Internal validity was assessed by computing correlations of randomly paired respondents in a study of 700 teachers and teaching assistants. Correlations ranged from .47 to .32.

Test-retest coefficients ranged from .58 to .65 across the three parts of the instrument with n=118 in one school. Corresponding coefficients across schools ranged from .80 to .83 (n=52).

ADMINISTRATION: Each variable ("force") listed in"variables" above is first ranked on its perceived importance on teaching on a scale of zero to nine. Next, each is assigned a weight based on the perceived relative influence. A total of 100 points must be distributed among the total number of variables. Finally, each variable is rated on a positive/negative scale of one to nine, with one being strongly negative influence and nine being strongly positive influence.

Results are plotted on a two dimensional matrix-power and affect.

SOURCES:

Rayder, Nicholas and Bart Body. "The Educational Forces Inventory: A New Technique for Measuring Influences on the Classroom." Journal of Experimental Education, Vol. 44 (Winter, 1975):26-34.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Individual	(01) 02 03 04 05 06 07 08 09
Sampling.....	Random	01 02 (03) 04 07 08 09
Design.....	Quasi-experimental without control groups or randomization	01 02 03 04 (05) 06 07 08 09
Research Methods.....	Questionnaires	01 02 03 04 05 (06) 07 08 09
Analytic Methods.....	Bivariate Analysis	1 2 (3) 4 5 8 9
Analytic Focus.....	Non-qualitative	1 (2) 8 9
Reliability.....	Reported	1 (2) 8
Validity.....	Reported	1 (2) 8
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Study	1 (2) 3 4 5 6 8 9
Practice Area and Population.....	Education, Practitioners	

SOCIAL SCIENCE INFORMATION AND PUBLIC POLICY MAKING

AUTHOR: Robert F. Rich

AVAILABILITY: Rich, Robert F. Social Science Information and Public PolicyMaking. San Francisco: Jossey Bass Inc., 1981.

PURPOSE: The purposes of this study were 1) to assess the extent to which one of the administrative experiments funded by RANN-the Continuous National Survey-was "successful," 2) to examine the extent to which the two cultures metaphor explains levels of utilization (as opposed to theories growing out of studies of organizations and bureaucracies), 3) to analyze the uses that were made of the information generated through the Continous National Survey experiment (xvii).

VARIABLES: In analyzing the patterns of utilization, dissemination of information was examined; the kinds and types of uses for the CNS data were assessed (e.g., briefing an assistant secretary, writing a memo, etc.); the study examined selective utilization of the CNS information, the form in which the information was sent on, what was left out and why. Finally the study examined the perceptions of the respondents concerning the most important factors in understanding the utilization of information.

DESCRIPTION: Four questionnaires were used to conduct the interviews: one for NORC participants, one for agency participants, one for OMB actors-because of the coordinating role that they assumed-and one for the NSF and RANN participants. The agency questionnaires covered ten general areas: 1) why the agency wanted to become involved in the project; 2) how the agency evaluated the success of the CNS experiment; 3) why the agency decided to continue or discontinue its participation in the experiment; 4) the agency's evaluation of NORC and the NORC personnel involved in the project; 5) how this project related to the agency's other information-gathering and analysis activities; 6) the manner in which the information was collected, analyzed, used, and evaluated in comparison to other information resources; 7) the use made of these kinds of data prior to the CNS experiment 8) the specific use of CNS information: once the NORC report was received, who (within the agency) received it and what was done with it; 9) the utilization of other information resources in the same policy area to which the

CNS information was being applied; and 10) the factors critical to the agency's decisions concerning how to use information. In each case, individual participants were asked to distinguish between the agency's evaluation and their own individual evaluations. Participants were also asked to indicate who (individual or group) was responsible for making the agency's evaluation.

The other questionnaires examined these same general areas, emphasizing the particular actor's role. (31-32)

DEVELOPMENT: The model developed by the author calls for the analysis of the behaviors and attitudes of the 1) information producers (researchers), 2) information users (decision makers), 3) the sponsors (RANN) and 4) the Office of Management and Budget at each of four developmental stages of the Knowledge inquiry system (funding, research, analysis and reporting of results and summative evaluation) (28).

RELIABILITY/ VALIDITY: Not reported.

ADMINISTRATION: All actors involved with the CNS experiment were interviewed and related documentation was collected. The CNS experiment lasted twenty-four months--eighteen months of experimentation and six months after NSF funding expired. During that time, thirty-eight individuals were directly involved in providing the information (NORC), utilizing the information (the participating agencies), and providing the initial funding (NSF and RANN). Each of these participants was interviewed on at least one occasion during the twenty-four month period. Twenty-four of these individuals had only minimum contact with the CNS project and were interviewed on only one or two occasions. The fourteen more active participants were interviewed as long as they continued to have contact with the project, on five or six occasions. (30-31)

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Individual	(01) 02 03 04 05 06 07 08 09
Sampling.....	Census	01 02 03 (04) 07 08 09
Design.....	Describe case study with explicit theory	01 (02) 03 04 05 06 07 08 09
Research Methods.....	Interviews	01 02 03 04 (05) 06 07 08 09
Analytic Methods.....	Empirical generalizations	(1) 2 3 4 5 8 9
Analytic Focus.....	Non-qualitative	1 (2) 8 9
Reliability.....	None reported	(1) 2 8
Validity.....	None reported	(1) 2 8
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Uncodable	1 2 3 4 5 6 8 (9)
Practice Area and Population.....	Policymakers and researchers	

STUDY OF KNOWLEDGE UTILIZATION AND CHANGE

AUTHOR: Robert Rich

AVAILABILITY: Rich, Robert and Neal Goldsmith. Measuring Knowledge Utilization. Princeton, New Jersey: Woodrow Wilson School of Public and International Affairs, Princeton University, 1981.

PURPOSE: The purpose of this study is to measure the use of mental health policy research by policymakers in the field. Specifically public officials at the federal, state and local levels conceptualize and "solve" policy problems.

VARIABLES: The study measured the type of information used (e.g., service oriented versus finance oriented information); type of use; type of user situation or potential areas of application; political and organizational constraints.

DESCRIPTION: The interview consisted of a number of forced choice and open-ended items.

DEVELOPMENT: In this study, Rich and his colleagues have consciously attempted to overcome some of the limitations of the utilization field. Most approaches to measuring utilization generally ask problem solvers to respond to questions concerning specific bits of data within a research-defined context. Rich asserts that measuring utilization "out of context" results in a focus on an artificial utilization process. This study attempts to focus on the overall problem-solving situation and not take the utilization process "out of context" (41).

RELIABILITY/ VALIDITY: None reported.

ADMINISTRATION: An area and positionally stratified sample of 479 federal, state and local level mental health policy makers responded to questionnaires and structured personal interviews. The area of application was varied based on service oriented versus financial policy needs.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Other (mental health policy-makers)	01 02 03 04 05 06 (07) 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Crossectional without statistical controls	01 02 (03) 04 05 06 07 08 09
Research Methods.....	Multiple methods	01 02 03 04 05 06 (07) 08 09
Analytic Methods.....	Multivariate	1 2 3 (4) 5 8 9
Analytic Focus.....	Non-qualitative	1 (2) 8 9
Reliability.....	No estimate reported	(1) 2 8
Validity.....	No estimate reported.	(1) 2 8
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Other	1 2 3 4 5 (6) 8 9
Practice Area and Population.....	Federal, State and Local mental health, policymakers	

DEPTH OF UTILIZATION SCALE

AUTHOR: Jack Rothman

AVAILABILITY: Rothman, J., et al. Diffusing Human Service Innovations: A Social Marketing Approach. Beverly Hill, CA: Sage, in press.

PURPOSE: The purpose of this scale is to measure the degree to which a knowledge derived product carried through development and put in user-ready form is actually utilized by intended users. In this study, the authors focused on the behavioral aspects of the use of a handbook. The Depth of Utilization Scale was used as the primary dependent variable for appraising diffusion results.

VARIABLES: The scale measures behavioral aspects of utilization. The questionnaire solicited information concerning handbook usage and general reactions, factors presenting obstacles to guideline implementation and general practitioner demographic data.

DESCRIPTION: The instrument was a one-page two-sided instrument. The questionnaire attempted to assess the depth of utilization of the handbook, asking a series of questions that probed small, incremental degrees of use. This ranged from failure to receive or examine the handbook to using it to implement a guideline fully with a high degree of goal attainment. The following are examples of some of the items used in the Depth of Utilization Scale:

* I did not receive a handbook.
* After examining the handbook I seriously considered applying it to my practice.
* I partially implemented a specific action guideline.

From the questionnaire data, the authors used a combination of a contingency table analysis and a descriptive ratio, which they refer to as the "Depth of Utilization Ratio" (DUR). The DUR is a measure of the extent to which handbook material was actually used by practitioners. Its more formal definition is the "aggregate utilization score for all respondents exposed to a given diffusion approach relative to the maximum possible aggregate score for that subsample of respondents." The formula used to calculate this ratio was:

$$\frac{\text{Aggregate Depth of Utilization Score}}{\text{Number of Respondents x 3 (max. utilization score)}} = \text{DUR}$$

This ratio facilitates a descriptive comparison of the amount of utilization resulting from each diffusion approach. (3-24, 25)

DEVELOPMENT: The questionnaire used to assess the "Depth of Utilization" was a shortened, modified version of an instrument used in another social marketing experiment. From this original questionnaire, a nine-point scale was developed for rating degrees to which practitioners used the handbook.

RELIABILITY/ VALIDITY: Not reported.

ADMINISTRATION: Those individuals who were listed on the agency order cards to receive handbooks (2688 in all) became the sample for analyzing utilization. In order to determine the degree of utilization, each practitioner was sent the questionnaire after a three-month implementation period. We requested him or her to return the questionnaire directly to our office. Included with the questionnaire was a brochure reiterating the specific appeal assigned to that practitioner's agency and a letter describing the questionnaire's purpose. (3-23)

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Individual	(01) 02 03 04 05 06 07 08 09
Sampling.....	Census	01 02 03 (04) 07 08 09
Design.....	Uncodable	01 02 03 04 05 06 07 08 (09)
Research Methods.....	Questionnaire	01 02 03 04 05 (06) 07 08 09
Analytic Methods.....	Bivariate Analysis	1 2 (3) 4 5 8 9
Analytic Focus.....	Non-Qualitative	1 (2) 8 9
Reliability.....	Not reported	(1) 2 8
Validity.....	Not reported	(1) 2 8
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Uncodable	1 2 3 4 5 6 8 (9)
Practice Area and Population.....	Human Service Delivery, Practitioners	

USING RESEARCH IN ORGANIZATIONS

AUTHOR: Jack Rothman

AVAILABILITY: Rothman, J. Using Research in Organizations. Beverly Hills, CA: Sage, 1980.

PURPOSE: The purpose of this study was to explore ways that the linkages between research and its application could be enhanced. The study examined ways of structuring and carrying out the research function so as to maximize the probability of research findings being used by organizations in their operations.

VARIABLES: The variables the author examined can be broadly classified into four groups: 1) structural factors (e.g., top-level support in the organizational system, structural access by researchers to applied personnel in planning and service delivery functions); 2) the research process; 3) organizational climate (e.g., the social psychological climate of attitude and relationship within an organization); 4) reports and products of research (e.g., form into which the results of research are placed).

DESCRIPTION: The author employed a structured questionnaire that contained mostly open-ended items. The procedure was flexible, allowing the respondent to develop his thoughts at length and to move freely from idea to idea. The majority of the interviews averaged over two hours.

During the interview the respondents were asked to recall an instance in which a specific research study was used as a basis for a planning decision within the agency. They were then urged to trace the influences involved in such a successful case of utilization.

They were asked on a more general level, questions such as, "Do you feel there are factors that work in favor of, or against, the use of social research information in your organization? What are the factors that work for the use of such information? (25)

DEVELOPMENT: This study was not designed to investigate again the frequently asked question of whether research is or is not used in organization operations. The author assumed

some research is used and his main questions were related to determining the conditions that are associated with greater utilization.

RELIABILITY/ VALIDITY: Not reported.

ADMINISTRATION: The study focused on the use of information in planning decisions. The study specifically concentrated on instances where research information had been successfully applied. Interviews were conducted in twelve local departments around London. The twelve departments were carefully selected using a panel of knowledgeable experts. Both the director and the senior research person were interviewed. In all, twenty-four informants participated.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Organization	01 02 03 (04) 05 06 07 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Not codable	01 02 03 04 05 06 07 08 (09)
Research Methods.....	Interview	01 02 03 04 (05) 06 07 08 09
Analytic Methods.....	Ratings	(1) 2 3 4 5 8 9
Analytic Focus.....	Not qualitative	1 (2) 8 9
Reliability.....	Not reported	(1) 2 8
Validity.....	Not reported	(1) 2 8
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Uncodable	1 2 3 4 5 6 8 (9)
Practice Area and Population.....	Social services planning, Researchers and administrators	

LOG REPORTING FORM

AUTHOR: Jack Rothman, Joseph G. Teresa and John Erlich

AVAILABILITY: Rothman, J. Teresa, J.G. and J. Erlich. Developing Effective Strategies for Social Intervention: A Research and Development Methodology. Springfield, VA: National Technical Information Service, 1977.

PURPOSE: The main purpose of the Log Reporting Form is to record the process of implementation of a knowledge-derived application concept (practice guideline) and to assess the success of guideline implementation.

VARIABLES: The criteria for evaluating success of guideline implementation were: 1) Innovation: the degree to which innovation was carried out in or accepted by proximate general target system; 2) Role Effectiveness: degree to which intended effectiveness outcome was attained by exercising the role; 3) Changing Organizational Goals: the degree to which an organization's goals were changed; 4) Fostering Community Participation: the degree to which participation in target group was increased/modified. (123)

DESCRIPTION: As a result of the authors' early pilot work, three types of logs were clearly necessary in order to record the entire process of implementation. These were the Initial Log (IL), a set of Periodic Logs (PL) and a Final Summary Log (FSL).

The Logs had the function of capturing essential facets of implementation of a practice guideline. Structural response categories were used to offer a means of comparative analysis across different "cases" of implementation and operationalization. In addition there were open-ended narrative items in the log designed to encourage field staff to note in their own words any additional relevant aspects.

DEVELOPMENT: The log recording instrument evolved in stages through numerous pilot examinations and modifications. The log was conceived as an instrument for recording the process of operationalization and for measuring guideline outcome. A preliminary draft log was used in a prestudy with eight practitioners.

RELIABILITY/ VALIDITY: Not reported.

ADMINISTRATION: The purpose of the project was to carry out a field test of selected action principles concerning intervention at the community and organizational level. The intent of the field test was to quantify the process of implementation of the guidelines in the field and to develop a procedural manual to facilitate successful application of the action guidelines.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Individual	(01) 02 03 04 05 06 07 08 09
Sampling.....	Convenience	(01) 02 03 04 07 08 09
Design.....	Uncodable	01 02 03 04 05 06 07 08 (09)
Research Methods.....	Content Analysis	01 02 (03) 04 05 06 07 08 09
Analytic Methods.....	Empirical Generalization	(1) 2 3 4 5 8 9
Analytic Focus.....	Qualitative	(1) 2 8 9
Reliability.....	No estimate reported	(1) 2 8
Validity.....	No estimate reported	(1) 2 8
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Uncodable	1 2 3 4 5 6 8 (9)
Practice Area and Population.....	Human Service Delivery, Practitioners	

PLANNING AND ORGANIZING FOR SOCIAL CHANGE

AUTHOR: Jack Rothman, Joseph G. Teresa and John Erlich

AVAILABILITY: Rothman, J., J.G. Teresa and J. Erlich. Planning and Organizing for Social Change. Columbia University Press, 1974.

PURPOSE: The purpose of this study was to develop generalizations and action guidelines for planning and implementing social change.

VARIABLES: The Study Report Form measured several characteristics of studies including, the variables investigated, the design of the study and the findings.

DESCRIPTION: The main instrument of the investigation was the Study Report Form on which was recorded information for each study included in the data pool. The instrument has three main sections:

1. Background information concerning the study. This is a kind of "vital statistics" overview: the variables studied or themes covered; the study design and methodology; the national and community context in which the study was conducted.

2. An abstract or summary of the study. This included: a) elaboration on the theoretical perspective or problem investigated including conceptual framework or hypotheses; b) a reasonably well developed description of the methodology; c) a statement of the major findings.

3. Coding of data into practice issue areas (such as participation, organizational behavior, practitioners' roles, etc.) and drawing policy or practice implications based on the data. Here the reviewer coded the study within all categories into which it fell and was urged to consider matters of application and utilization for each of these categories.

DEVELOPMENT: Not reported.

RELIABILITY/ VALIDITY: Not reported.

ADMINISTRATION:

There were several steps involved in categorizing and coding the data. First, they went directly into the data and attempted to discern inductively the kinds of categories into which material naturally fell. Subsequently, they surveyed the literature of that area in order to determine the topology of the field as developed theoretically by scholars who had written in the area. In some instances where there was a strong established theoretical school they leaned in the direction of devising subcategories (as with organizational theory and the diffusion of innovations). In other instances, where no commonly accepted overarching framework existed among scholars, they leaned in the direction of composing their own subcategories (as with practitioner roles and participation).

The next stage was grouping elements, and making connections between different languages, concepts, and findings from diverse disciplines and contexts. Clusters of data comprising consensus findings were constructed and appropriate statements constituting generalizations were composed. Finally Action Guidelines were drawn, based in part on application derivations suggested in the report forms for each of the studies. (584-85)

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Uncodable	01 02 03 04 05 06 07 08 (09)
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Uncodable	01 02 03 04 05 06 07 08 (09)
Research Methods.....	Content Analysis	01 02 (03) 04 05 06 07 08 09
Analytic Methods.....	Empirical Generalizations	(1) 2 3 4 5 8 9
Analytic Focus.....	Non-qualitative	1 (2) 8 9
Reliability.....	Not reported	(1) 2 8
Validity.....	Not reported	(1) 2 8
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Study	1 (2) 3 4 5 6 8 9
Practice Area and Population.....	Human Service Delivery, Studies	

INTERPERSONAL TRUST SCALE

AUTHOR: Julian Rotter

AVAILABILITY: Rotter, Julian. "A New Scale for the Measurement of Interpersonal Trust," Journal of Personality Vol. 35, number 4, (December 1967):651-65.

PURPOSE: The I.T.S. was developed to create an index showing relative levels of trust individuals hold towards "social objects"--individuals and social institutions (judiciary, public officials, schools, and authority figures.)

VARIABLES: The variable consideration is the level of trust as measured by an Interpersonal Trust Score. (See "Administration" below).

DESCRIPTION: The scale consists of thirty five statements.

Examples: "Most people can be counted on to do what they say they will do."

"There is no simple way of deciding who is telling the truth."

"The judiciary is a place where we can all get unbiased treatments."

Respondents score each statement with a value from one (strongly agree) to 5 (strongly disagree).

DEVELOPMENT: Not reported.

RELIABILITY/ VALIDITY: Seven month test-retest reliability was .56(n=24). Validity correlations with "observations of everyday behavior by sociometric techniques" was reported to be "good" for both construct and discriminant validity.

ADMINISTRATION: The ITS is a self-administered questionnaire. Scores are obtained by summing scores from each item. Higher scores represent higher levels of interpersonal trust.

SOURCES: Not reported.

PROBLEM SOLVING IN NURSING

AUTHOR: Joyce Ringstad Schmidt

AVAILABILITY: Schmidt, Joyce Ringstad, Problem Solving in Nursing 5531 Virginia, Clarendon Hills, IL 60514

PURPOSE: The instrument was designed to measure problem-solving ability in areas typical of a nurse's experience.

VARIABLES: Problem-solving ability is defined as the ability to investigate problems in a systematic way in order to resolve them; the process involves the following variables: recognizing and defining the problem, collecting and analyzing related data, formulating possible solutions, and choosing a course of action which is then tested and evaluated.

DESCRIPTION: Six nursing care problems are described, one per page. Working on one problem at a time within seven minutes, respondents write as many solutions as they can think of for that problem. Four additional questions ask respondents to indicate for each problem: 1) which solution they think most beneficial 2) whether the respondent would actually try the selected solution in a hospital; 3) whether the selected solution would be used by most nurses; 4) whether solution selected is already practiced at the hospital. Responses are scored by counting the number of solutions provided for each problem. Sample items of the problems are:

A- Mrs. Arthur, a 55-year-old grandmother who loves gardening, is in a private room. She has had neck surgery and is not allowed to move her head from side to side. She may be in Fowler's position. She faces the wall and complains of boredom.

B- Three-year-old Johnny is on a general diet. He will eat any type of food but dislikes drinking liquids. He is to have 1,000 cc in fluids per day.

DEVELOPMENT: The instrument was pretested with six senior diploma school nursing students who were chosen by two faculty as representatives of high, medium, and low academic and clinical

standing in the school. Suggestions regarding clarity and format were solicited and the amount of time needed to respond to items was noted.

Three nursing educators evaluated the problems with regard to whether they were more or less typical of the kinds of problems faced by nurses; whether creative thinking could be applied in solving the problems; whether students other than freshmen would be capable of solving them; and whether the problem was relevant to nursing. On the basis of these evaluations, six problems were retained for the final version of the instrument.

RELIABILITY/ VALIDITY:

A test-retest coefficient (one-week interval) was calculated using ten associate degree college nursing sophomores nearing completion of their nursing program. Using the number of solutions given as a criterion measure, test-retest coefficients ranged from .50 to .92 for the various problems, with a value of .96 for the total test.

Some aspects of content validity were addressed by the procedure used. The instrument, along with the Torrance test of creative thinking (verbal Form A), was administered to thiry-six juniors and twenty-eight senior students from one diploma program. The correlation between the total creative thinking score and problem-solving was r=.43 (p .05).

ADMINISTRATION:

Administered in groups (from one to 8 correspondents) with a proctor. Seven minutes are allowed for each problem with a warning given at one minute before the end of each seven-minute period. There are two parts to the instrument. The first part with problems asks for the solutions and the second part refers to the question about the suggested solutions.

SOURCES:

Torrance, E. Paul. Torrance Tests of Creative Thinking: Technical Manual. Princeton: Personnel Press, 1966.

Ringstad, Joyce Laura. Creative Thinking and Problem Solving Abilities in Nursing Students. Unpublished master's thesis, University of Illinois Medical Center, 1972.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Individual	(01) 02 03 04 05 06 07 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Not Available	01 02 03 04 05 06 07 (08) 09 10
Research Methods.....	Questionnaire	01 02 03 04 05 (06) 07 08 09
Analytic Methods.....	Uncodable	1 2 3 4 5 8 (9)
Analytic Focus.....	Qualitative	(1) 2 8 9
Reliability.....	Reported	1 (2) 8
Validity.....	Reported	1 (2) 8
Definition of Use.....	Instrumentals	(1) 2 3 8 9
Object of Use.....	Uncodable	1 2 3 4 5 6 8 (9)
Practice Area and Population.....	Nursing Education, Nurses	

CONCEPTIONS OF RESEARCH QUALITY

AUTHOR: Andrew Seidel

AVAILABILITY: Seidel, A.D. "Underutilized Research," Knowledge: Creation, Diffusion, Utilization. Vol. 3, Number 2 (December 1981): 233-248.

PURPOSE: This study was designed to address the question of whether research products are underutilized because the researchers who produce the information and decisionmakers who are potential users of the information do not share common conceptions of information quality.

VARIABLES: This study measured perceived research quality, the relationship between perceived usefulness and relevance and incentive systems.

DESCRIPTION: Respondents were asked to rate a list of qualities or criteria that one might use to evaluate environment and behavior research on the following scale:

1 - greatly detracts from information quality
2 - detracts from information quality
3 - no significant effect on information quality
4 - increases information quality
5 - greatly increases information quality
6 - No rating possible - affect is too dependent on situation
7 - Don't know

DEVELOPMENT: Not reported.

RELIABILITY/ VALIDITY: None reported.

ADMINISTRATION: The study consisted of a personal interview which lasted approximately two hours. The interview was followed by a questionnaire that was approximately one-third structured questions and two-thirds open-ended, focused interview questions.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Individual	(01) 02 03 04 05 06 07 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Crossectional without statistical controls	01 02 (03) 04 05 06 07 08 09
Research Methods.....	Multiple methods	01 02 03 04 05 06 (07) 08 09
Analytic Methods.....	Ratings or Codes	1 (2) 3 4 5 8 9
Analytic Focus.....	Qualitative	(1) 2 8 9
Reliability.....	None reported	(1) 2 8
Validity.....	None reported	(1) 2 8
Definition of Use.....	Conceptual	1 (2) 3 8 9
Object of Use.....	Uncodable	1 2 3 4 5 6 8 (9)
Practice Area and Population.....	Architects (practitioners) and Environment and Behavior researchers	

HALL'S PROFESSIONALISM SCALE: AN EMPIRICAL REASSESSMENT

AUTHOR: William E. Snizek.

AVAILABILITY: Snizek, William E. "Hall's Professionalism Scale: An Empirical Reassessment". American Sociological Review Vol. 37,(February 1972):109-114.

PURPOSE: Hall's Professionalism Scale was developed to measure the degree of "professionalism". It is a generic scale, applicable to any self-identified profession or group of workers. Snizek's Study sought to replicate the original study, and in so doing to test the reliability of the original instrument and to suggest modifications of the survey.

VARIABLES: The concept of "Professionalism" was broken down by Hall into five "attitudinal components": 1)Using a professional organization as a major reference point in job related activities; 2) a belief that the profession is "indisposable and beneficial" to society; 3) a belief in self-regulation; 4) a definition of work being an end in itself and not a means to an end and 5) Autonomy--the degree to which the practitioner considers him or herself able to make decisions about the job.

DESCRIPTION: The Professionalism scale originally used by Hall contained fifty items, ten for each of the five components of professionalism. The original study was based on 328 subjects from eleven occupational groups: physicians, nurses, accountants, teachers, lawyers, personnel managers and advertising executives.

For a description of Snizek's survey see "Administration" below.

DEVELOPMENT: Both Hall's original survey and Snizek's reassessment are based on the desire to operationalize the term "professionalism". The similar attitudes and ideology" held by individuals undertaking similar tasks and confronting similar issues are, taken together, what constitute a "profession;" the deliberate or unconscious alteration of characteristics in work-style and attitudes constitute "professionalization."

RELIABILITY/ VALIDITY:

Stratified Reliability Coefficients for the Hall versus Snizek data (reproduced in the table below) suggest reducing the number of items per dimension from ten to five. Reliability coefficients for all dimensions does not drop significantly as a result.

STRATIFIED RELIABILITY COEFFICIENTS:

Hall vs Snizek

Dimension	Hall Data		Snizek Data	
	10 items	5 items	10 items	5 items
1	0.674	0.686	0.620	0.621
2	0.676	0.742	0.656	0.640
3	0.694	0.731	0.596	0.599
4	0.711	0.703	0.455	0.583
5	0.776	0.760	0.730	0.738
All Dimensions	0.860	0.843	0.799	0.783

Source: Snizek, William. "Hall's Professionalism Scale: An Empirical Reassessment," American Sociological Review. Vol. 37, (February, 1972):112.

ADMINISTRATION:

Snizek administered the professionalism scale instrument to 566 aeronautical, nuclear and chemical engineers, personnel managers and chemists. In both surveys, the level of education of respondents varied: B.A. or B.S., M.A. or M.S., PhD. and M.D. Utilizing both sets of data, Snizek used Orthogonal Varimax factor analysis to determine the degree of fit of the items used to measure each of the five components in the scale. Results (See "reliability/ validity" above) indicated an "unacceptably low factor loading" on their intended theoretical dimension. Several items show such low loading on all of the five dimensions. Other items showed correspondence with more than one dimension.

SOURCES:

Hall, Richard. "Professionalization and Bureaucratization." American Sociological Review, Vol. 33 (February 1968): 92-104.

----------. Occupations and the Social Structure. Englwood Cliffs: Prentice-Hall, 1969.

Vollmer, Howard M. and Donald Mills (eds.). Professionalization. Englewood Cliffs: Prentice-Hall,1966.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Other (professionals)	01 02 03 04 05 06 (07) 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Quasi-experimental without control groups and/or randomization	01 02 03 04 (05) 06 07 08 09
Research Methods.....	Questionnaires	01 02 03 04 05 (06) 07 08 09
Analytic Methods.....	Multivariate Analysis	1 2 3 (4) 5 8 9
Analytic Focus.....	Non-Qualitative	1 (2) 8 9
Reliability.....	Reported	(1) 2 8
Validity.....	Reported	(1) 2 8
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Person-embodied	1 2 3 4 (5) 6 8 9
Practice Area and Population.....	General	

TAXONOMY OF ETHNOGRAPHIC QUESTIONS

AUTHOR: James Spradley

AVAILABILITY: Spradley, James. The Ethnographic Interview. New York: Holt, Rinehart, and Winston, 1979.

PURPOSE: Ethnography-"The work of describing a culture"-is fully described in both its theoretical underpinnings as well as methodology and technique.

VARIABLES: "Instead of collecting 'data' about people, the ethnographer seeks to learn from people, to be taught from." This quote captures the essence of the ethnographic method: it is an attempt to discover cultural and social characteristics of an individual or collectively from the viewpoint of the subject.

DESCRIPTION: In the process of ethnographic research (See "Administration" below), a series of "ethnographic questions" or issues are considered. A summary of these issues is below. It is important to note that the author insists that these questions are indivisible, in the sense that each step in the ethnographic process depends on the successful completion of the previous step. For a detailed description of this series of issues, see Spradley above.

A Taxonomy of Ethnographic Questions

1.0 DESCRIPTIVE QUESTIONS
- 1.1 Grand Tour Questions
  - 1.11 Typical Grand Tour Questions
  - 1.12 Specific Grand Tour Questions
  - 1.13 Guided Grand Tour Questions
  - 1.14 Task-Related Grand Tour Questions
- 1.2 Mini-Tour Questions
  - 1.21 Typical Mini-Tour Questions
  - 1.22 Specific Mini-Tour Questions
  - 1.23 Guided Mini-Tour Questions
  - 1.24 Rask-Related Mini-Tour Questions
- 1.3 Example Questions
- 1.4 Experience Questions
- 1.5 Native-Language Questions
  - 1.51 Direct Language Questions
  - 1.52 Hypothetical-Interaction Questions
  - 1.53 Typical-Sentence Questions

2.0 STRUCTURAL QUESTIONS
- 2.1 Verification Questions
  - 2.11 Domain Verification Questions
  - 2.12 Included Term Verification Questions
  - 2.13 Semantic Relationship Verification Questions
  - 2.14 Native-Language Verification Questions
- 2.2 Cover Term Questions
- 2.3 Included Term Questions
- 2.4 Substitution Frame Questions
- 2.5 Card Sorting Structural Questions

3.0 CONTRAST QUESTIONS
- 3.1 Contrast Verification Questions
- 3.2 Directed Contrast Questions
- 3.3 Dyadic Contrast Questions
- 3.4 Triadic Contrast Questions
- 3.5 Contrast Set Sorting Questions
- 3.6 Twenty Questions Game
- 3.7 Rating Questions

DEVELOPMENT: Ethnography rests on a number of critical assumptions concerning the relationship between research and the phenomena which it attempts to study, the social nature of research contexts, and the failure of much "data oriented" research to capture fully the cognitive maps or frames of reference of the subjects culture- a 'set of principles' by which meaning is inputted to social and physical events, action is guided and sanctioned and domains of social life become meaningfully interrelated.

RELIABILITY/ VALIDITY: Reliability and validity estimates are not applicable to this study.

ADMINISTRATION: Writing the final ethnography is the product of a multiple step process of writing briefer interim reports, each of which focuses on one aspect of the research process. A summary of the twelve steps suggested by Spradley, are reproduced below.

Developmental Research Sequence
Writing Tasks

(1) Locating an Informant

(2) Interviewing the Informant

(3) Making an Ethnographic record

(4) Asking Descriptive Questions

(5) Analyzing Ethnographic Interviews
(6) Make a Domain Analysis
(7) Asking Structural Questions
(8) Making a Taxonomic Analysis
(9) Asking Contrast Questions
(10) Making a Componential Analysis
(11) Discovering Cultural Themes
(12) Writing the Final Ethnography

ORGANIZATIONAL BARRIERS TO INNOVATION

AUTHOR: L. Glen Strasburg

AVAILABILITY: NASA Research Paper number 23, Graduate School of Business, University of California, Los Angeles.

PURPOSE: The procedure has as its primary purpose the explication and determination of variables present in organizations which serve as potential incentives or barriers to the origination, development and implementation of innovations.

VARIABLES: Variables are "organizationally based" barriers to innovations.

DESCRIPTION: Responses from self administered questionnaires are coded by researchers to identify categories or classes of incentives or barriers to innovations within the organizations. Matrices are constructed which indicate both the nature of the barrier as well as the level of the barrier--"Superior" (barrier stemming from above), "Management" (barrier stemming from the management system), "Peers" (barrier stemming from fellow employees), or "Self" (barrier stemming from perceptions of the individual).

Seventeen categories of barriers were identified, ranging from technical ("Physical Facilities," "Equipment") to conceptual "Ability to Evaluate," "Responsiveness to Ideas."

DEVELOPMENT: N/A

RELIABILITY/ VALIDITY: No estimates given; although "consensus" among coders was expected as to the categorization scheme. Finally agreed upon, no specific information was given.

ADMINISTRATION: A self-administered questionnaire is coded by members of the research team. Several iterations of both individual and group coding are undertaken.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Ratings	01 (02) 03 04 05 06 07 08 09
Sampling.....	Random-like	01 02 (03) 04 07 08 09
Design.....	Crossectional without statistical controls	01 02 (03) 04 05 06 07 08 09
Research Methods.....	Questionnaires	01 02 03 04 05 (06) 07 08 09
Analytic Methods.....		1 2 3 4 5 8 9
Analytic Focus.....	Non-qualitative	1 (2) 8 9
Reliability.....	Not reported	(1) 2 8
Validity.....	Not reported	(1) 2 8
Definition of Use.....	Conceptual	1 (2) 3 8 9
Object of Use.....	Uncodable	1 2 3 4 5 6 (8) 9
Practice Area and Population.....	Engineers, government laboratory	

PROFESSIONALIZATION SCALES

AUTHOR: Madeleine C. Vaillot

AVAILABILITY: Sr. Madeleine Clemence Vaillot, R.N., Dominican Sisters of the Presentation, 3012 Elm Street, Dighton, Massachusetts 02715.

PURPOSE: The professionalization scale attempts to break down into its component parts "professional orientation" on the part of nurses.

VARIABLES: Professionalism of Nursing, Self perception, perceptions of physicians and patients concerning nurses and nursing.

DESCRIPTION: The scales consist of twenty-five items, each of which requires six answers concerning what the respondent perceives: 1) ought to be true in nursing, 2) teachers in schools of nursing would consider to be ideal, 3) physicians think ought to be true, 3) head nurses think ought to be true, 5) patients think ought to be true, and 6) is true in nursing. Each of the twenty-five items is followed by three statements that reflect different degrees of professionalization; one statement is selected for each of the six contexts listed above.

DEVELOPMENT: In order to construct the thirty rating-scale item survey, nursing literature was examined to locate statements characteristics of professional orientation on the part of nurses. Several implicit hypotheses form the rationale for questionnaire items: 1) the attitude among nurses that nursing activities are ends in themselves; 2) nurses protect themselves from encroachment by those persons they perceive to be lower in the health care hierarchy; 3) higher education is a means to professional status; 4) nurses resent attitudes of physicians towards nurses and nursing; 5) nurses should set the standards of nursing education, and 6) nurses are responsible only to the nursing profession.

RELIABILITY/ VALIDITY: No data on reliability were provided.

Content validity was addressed by having nurse educators

review the items during development of the tool. Stems of items were examined to see if they accorded with their intended objectives (Vaillot, 1962).

Vaillot (1962) reported a study relevant to construct validity. Subjects were 116 freshmen and seventy-six seniors at three diploma schools of nursing and twenty-nine senior students at a school for practical nurses. Analysis of the professional school data revealed no significant differences among schools. Significant differences between scale scores were found, with teachers perceived as the most professional group and patients as the least. Scale scores for the practical nursing students tended to be ordered in the same way as scores for diploma students.

ADMINISTRATION: The survey is composed of twenty-five rating-scale items. The survey is self-administered, and takes between fifteen and twenty minutes to complete. Six scale scores result from analysis. Scale scores are obtained by summing the values assigned to choices made by the respondent (0, 1, or 2). Summed scores for each scale range from zero to fifty.

SOURCES:

Archer, M.L.B. Establishing Equivalency for Nurses Seeking Admission to Graduate Nursing Programs. Unpublished doctoral dissertation, University of Missouri--Kansas City, 1976.

Richards, Mary A.B. "A Study of Differences in Psychological Characteristics of Students Graduating from Three Types of Basic Nursing Programs." Nursing Research. Vol. 21, (1972):258-261.

Vaillot, M.C. Commitment to Nursing: A Philosophic Investigation. Philadelphia: Lippincott, 1962.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Other (nurses)	01 02 03 04 05 06 (07) 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Quasi-experimental without control groups and/or randomization	01 02 03 04 (05) 06 07 08 09
Research Methods.....	Questionnaires	01 02 03 04 05 (06) 07 08 09
Analytic Methods.....	Bivariate Analysis	1 2 (3) 4 5 8 9
Analytic Focus.....	Non-Qualitative	1 (2) 8 9
Reliability.....	Not reported	1 (2) 8
Validity.....	Reported	(1) 2 8
Definition of Use.....	Conceptual	1 (2) 3 8 9
Object of Use.....	Other	1 2 3 4 5 (6) 8 9
Practice Area and Population.....	Nursing	

OVERALL POLICY IMPACT SCALE

AUTHOR: Mark van de Vall and Cheryl Bolas

AVAILABILITY: van de Vall, M. and C. Bolas. "Using Social Policy Research for Reducing Social Problems: An Empirical Analysis of Structure and Functions," Journal of Applied Behavioral Science, Vol. 18 (1982): 49-67.

PURPOSE: The purpose of the overall Policy Impact Scale is to assess the impact of research on organizational decisionmaking.

VARIABLES: Policy impact is operationally defined as specific organizational decisions or measures that, according to the researcher and policy-maker result from the conclusions of social policy research.

DESCRIPTION: The Overall Policy Impact scores were constructed by summing the answers to the following questions addressed to the researchers and policy-makers in the interviews:

1. Manifest impact: Are there any identifiable spinoffs in decisions or policy measures (describe in full) from the research project at the following steps of policy formation:

STEP	ROLE	WEIGHT
(A) initiating a policy	(a) advising	3
	(b) co-deciding	6
(B) preparing a policy	(a) advising	2
	(b) co-deciding	4
(C) executing a policy	(a) advising	1
	(b) co-deciding	2

Step A occurs at higher hierarchical levels, step B at intermediate levels and step C at lower (supervisory) levels; advising has lower impact upon policies than co-deciding. For these reasons, steps A, B, and C were weighted 3, 2, and 1 respectively, and roles a and b were weighted 1 and 2 respectively. The summed weights ranged from 0 through 18 (van de Vall and King, 1973).

2. Stage impact: Are there any identifiable spinoffs in decisions or measures (describe in full) at the following stages of social policy research: (1) formulating the problem, (2) operationalizing the problem in terms of research procedures,

(3) sampling and collecting of data, (4) analyzing the data, (5) informal discussions with the client, (6) informal interim reporting to client, (7) final reporting to client, (8) translating the research results into policy recommendations, (9) follow-up of recommendations; (10) correcting or adjusting recommendations, (11) otherwise. The weights ranged from 0 through 11.

3. Certainty impact: Are there any identifiable spinoffs in decisions or measures (describe in full) regarding: (1) perception of the problem, (2) explanation of the problems's underlying causes, (3) assessment of the problem's seriousness, (4) dissolution of the problem. Weights ranged from 0 through 4.

4. Latent impact: Are there any identifiable spinoffs in decisions or measures (describe in full); e.g., (1) postponing a decision, (2) enhancing rank and file participation, (3) increasing awareness of the problem, (4) enhancing the policy maker's status, (5) establishing an information monopoly, (6) preventing policy error. Weights ranged from 0 through 6.

Summating these four indicators resulted in Overall Policy Impact-scores (OPI-4) for the social researchers (SR/OPI-4) and the policy makers (PM/OPI-4) (51-52).

RELIABILITY/ VALIDITY:

Internal reliability: Using Cronbach's procedure for establishing internal consistent reliability, the resulting alpha = .61.

Test-retest reliability: In addition to in-depth probing, impact scores were independently rated by social researchers and policy makers.

Content validity: To ensure content validity, open interviews were held with researchers and policy makers outside the three samples and used for constructing the semistructural interview schedules.

Internal validity: To ensure internal validity, possible distortion due to respondents' selective retention had to be taken into account. Respondents were invited to consult project records regarding utilization in order to minimize selective retention.

Convergent validity: To establish convergent discriminant validity of the combined Overall Policy Impact Scale, the following correlations between the researchers OPI scores and the policy makers OPI scores were established: industrial and labor relations, r = .49; regional and urban planning, r = .69; social welfare and public health, r = .52; the mean correlation of the three combined samples, r = .57 (n=120) (53).

Pragmatic and Item to Total Validity were also established by the authors (53).

ADMINISTRATION: The authors conducted a retrospective survey of three independent samples of forty projects of "client-oriented" social research used in one of the following sectors of social policy making in the Netherlands: 1) industrial relations; 2) regional and urban planning; 3) social welfare and public health. For analyzing the 120 research projects, a triangulated design was used combining data from different sources: a theoretical and methodological analysis of the research report; a semi-structured interview with the social researcher and a comparable interview with the policy maker responsible for incorporating the research results into policy measures.

SOURCES:

van de Vall, M. and C. Bolas. "External vs. Internal Social Policy Researchers." Knowledge: Creation, Diffusion, Utilization, Vol. 2 (1981): 461-81.

van de Vall, M. and C. Bolas. "Applied Social Science Discipline Research or Social Policy Research: The Emergence of a Professional Paradigm in Sociological Research." The American Sociologist, Vol. 15 (1980): 128-37.

van de Vall, M. and C. Bolas. "Policy Research as an Agent of Planned Social Intervention." Sociological Practice, Vol. 2 (1977): 77-95.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Organization	01 02 03 (04) 05 06 07 08 09
Sampling.....	Convenience	(01) 02 03 04 07 08 09
Design.....	Descriptive Case, Study-explicit theory	01 (02) 03 04 05 06 07 08 09
Research Methods.....	Multiple methods	01 02 03 04 05 06 (07) 08 09
Analytic Methods.....	Multivariate	1 2 3 (4) 5 8 9
Analytic Focus.....	Nonqualitative	1 (2) 8 9
Reliability.....	Reported	1 (2) 8
Validity.....	Reported	1 (2) 8
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Research study	1 (2) 3 4 5 6 8 9
Practice Area and Population.....		

INDIVIDUAL DIFFERENCES IN THE SOLVING OF SOCIAL SCIENCE PROBLEMS

AUTHOR: James Voss, Sherman Tyler, Laurie Yengo

AVAILABILITY: Voss, James, Sherman Tyler and Laurie Yengo. "Individual Differences in the Solving of Social Science Problems," in R.F. Dillon and R.R. Schneck, (eds.), Individual Differences in Cognition. New York: Academic Press, forthcoming.

PURPOSE: The protocol was developed in order to study individual differences in problem-solving styles when faced with ill-structured problems.

VARIABLES: Variables measured in this protocol are the cognitive problem-solving styles of individuals. These are operationalized by breaking down an open ended response to a series of problem-solving questions posed by researchers.

DESCRIPTION: Primary research was carried out in a ---quasi-experimental procedure at the University of Pittsburgh. The first consisted of eighteen respondents--four faculty members whose field of expertise was the Soviet Union, --six undergraduates enrolled in a course on domestic foreign policy, four faculty members who had fields of expertise in another social science discipline, and four members of the Chemistry Department. Respondents were asked to answer this question:

> "You are the head of the Soviet Ministry of Agriculture, and assume crop productivity has been low over several years. You now have the responsibility to increase crop production. How would you go about doing this?"

DEVELOPMENT: The Research was carried out in the context of an Information-Processing model of problem solving. Individuals when confronted with a problem, (almost always in a particular "context or task environment") will first construct a representation of the "problem space" and establish one or more problem definitions. The primary issue the researchers wished to address was the differences in problem-solving styles and strategies between "experts" -those who were familiar with the substantial knowledge of particular classes

of problems, and "novices"-those who had either little knowledge of the substantive area, or were not experienced at tackling ill-structured social-science problems.

In order to operationalize the concept, the researchers modified Toulmins 1958 and 1979 Argumentation Model:

D = datum
C = claim
W = warrant
B = backing
R = rebuttal
Q = qualifier

Modifications consisted of three qualifiers: 1) claims(C) may also be used as a datum for subsequent claim (D-C---D); 2) Backings may also serve as arguments ((B)-D-C); and 3) qualifiers and rebuttals may also be arguments.

RELIABILITY/ VALIDITY:

Interrater reliability for both initial codings (determining argument units and connections between them) exceeded .85.

ADMINISTRATION:

Responses to the question given in "Description" above, usually in the form of narratives or discourses were recorded for further analysis. Protocols were divided into basic "argument units" which were then classified into one of Toulmins argument categories (see "Development" above). Connections between the argument units were also examined and represented in graphs.

Further analysis was of several types: 1) Warrants were examined and classified for each protocol, 2) graphic representation of the protocols were used to examine "top-level" nodes of the graph- the "essential arguments" each individual used, 3) measures of complexity of individual argument chains were constructed, 4) types of Backing statements were developed: a) simple fact or logical principle(B); b) a simple argument (D-C); or c) an elaborate "argument chain (D-C-CD)-C-(D)-C...).

A number of interesting findings came from the protocol analysis.

1) Experts spent a relatively large proportion of the protocol a problem representation (±24%).

2) Novices tended to spend little time developing problem representations, but instead proposed specific solutions to the problem.

3) Experts tended to propose relatively few (but abstract) solutions to the problem, but devoted multiple levels of backing (mean = 8.8) for each solution.

4) Novices devoted considerate time to proposing numerous solutions with little backing (mean = 2.3).

SOURCES:

Simon, H.A. "Complexity and the Representation of Patterned Sequences of Symbols." Psychology Review. Vol. 79 (1972):369-382.

---------- "Information-Processing Theory of Problem Solving Skills." Cognitive Psychology in W.K. Estes (ed.), Handbook of Learning and Cognitive Processes: Human Information Processing: Volume Five. Hillsdale, New Jersey: Lawrence Erlbaum Associates, 1978.

Toulmin, Stephen, The Uses of Argument. Cambridge: Cambridge University Press, 1958.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Individual	(01) 02 03 04 05 06 07 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Quasi-Experimental without control groups and/or randomization	01 02 03 04 (05) 06 07 08 09
Research Methods.....	Content analysis	01 02 (03) 04 05 06 07 08 09
Analytic Methods.....	Bivariate analysis	1 2 (3) 4 5 8 9
Analytic Focus.....	Non-qualitative	1 (2) 8 9
Reliability.....	Reported	(1) 2 8
Validity.....	Not reported	1 (2) 8
Definition of Use.....	Conceptual	1 (2) 3 8 9
Object of Use.....	Study	1 (2) 3 4 5 6 8 9
Practice Area and Population.....	General, Educators	

MANAGERIAL USE OF EVALUATION FINDINGS

AUTHOR: Edward C. Weeks

AVAILABILITY: Weeks, E.C. "The Managerial Use of Evaluation Findings" in H.C. Schulberg and J.M. Jerrell, The Evaluator and Management. Beverly Hills, CA: Sage,(1979):137-155.

PURPOSE: The purpose of this study was to provide empirical data regarding the relationships between organizational location, methodological practices, and decision context and the utilization of evaluation findings.

VARIABLES: The self-administered questionnaire measured three independent variables and their effect on the dependent variable, utilization: The organizational location of the evaluator was measured through an index of five elements including the frequency of meetings between program personnel and evaluators during the evaluation planning phase; during the conduct of the evaluation, etc.

The methodological practices factor was composed of seven elements including, research design employed, sampling procedures, etc. The decision context factor was composed of six elements including the number of decision participants, specificity of program goals, existency of organized constituencies.

The dependent variable, utilization was assessed on an instrument which presented ten statements describing varying degrees to which evaluation findings were applied to specific program decisions.

DESCRIPTION: The instrument to measure utilization consists of ten statements describing varying degrees to which findings could be applied. The respondents were asked to indicate which of the ten statements best described the degree to which the evaluation findings and recommendations were used in making program decisions.

Some of the statements are listed below:

* Most of the decision participants probably didn't even read the report. Nobody considered that it could tell them much they didn't already know.

* The decision participants discussed the findings and from that the decisions emerged. It's hard to trace the evaluation's exact role, but it definitely had some impact on the decisions.

* Many of the recommendations were adopted and implemented. In that sense, the evaluation study effectively made the program decisions.

DEVELOPMENT: The final statements used on this instrument used to measure utilization were drawn from a larger pool of items after all items had been ranked by a small number of program evaluators and managers.

RELIABILITY/ VALIDITY: The reliability of the scale was tested through a test-retest approach using a parallel form. The retest form was mailed to a subsample of respondents and contained the same basic statements worded in a more terse, more direct manner. The zero-order correlation between the two forms was .84 (n=21). (147)

ADMINISTRATION: Following initial telephone contact, questionnaires were sent to the seventy-six evaluators of program evaluations which met specific criteria. Fifty-seven (75 percent) of the questionnaires were returned and analyzed.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Other (managers)	01 02 03 04 05 06 (07) 08 09
Sampling.....	Census	01 02 03 (04) 07 08 09
Design.....	Quasi-experimental without controls or randomization	01 02 03 04 (05) 06 07 08 09
Research Methods.....	Questionnaire	01 02 03 04 05 (06) 07 08 09
Analytic Methods.....	Bivariate Analysis	1 2 (3) 4 5 8 9
Analytic Focus.....	Non-qualitative	1 (2) 8 9
Reliability.....	Reported	1 (2) 8
Validity.....	Not reported	(1) 2 8
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Evaluation Reports	(1) 2 3 4 5 6 8 9
Practice Area and Population.....	Evaluations of social programs implemented at the local level in California	

RESEARCH USABILITY STUDY

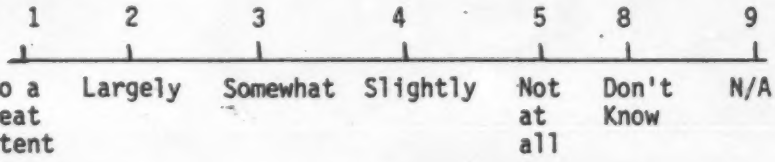
AUTHOR: Carol Weiss and Michael J. Bucuvalas.

AVAILABILITY: Weiss, C.H. and M.J. Bucuvalas. Social Science Research and Decision Making. New York: Columbia, University Press, 1980.

PURPOSE: The purpose of this study was to assess the characteristics of social science research studies that make them useful for decision making.

VARIABLES: The dependent variables were two measures of usefulness. The independent variables were twenty-nine descriptors of research characteristics which can be loosely grouped into five categories: 1) clinical relevance; 2) research quality; 3) conformity to user expectations; 4) action-oriented characteristics; 5) assumption challenging information. In addition various characteristics about the respondent were measured (e.g., highest degree, political orientation, years experience, etc.).

DESCRIPTION: The respondents were asked to read two research reports which were summarized in the form of two page abstracts. They were then asked to rate each one of the twenty-nine descriptors of research characteristics, indicating the extent to which each descriptor applied to the study on the following 5-point scale.



The instrument also contains a number of open-ended items designed to probe the conscious and unconscious use of research in the respondent's work, to determine the nature of information sources used, and the respondent's views of the appropriateness of research for various aspects of decisionmaking.

DEVELOPMENT: Not reported.

RELIABILITY/ VALIDITY: Not reported.

ADMINISTRATION: A stratified sample of 250 key mental health decision makers and researchers was drawn from the federal, state and local levels from ten different states. The personal interviews were conducted by trained interviewers. The supervision of the field work was intensive. Eighty-two percent of all attempted interviews were completed, and 90 percent of all attempted interviews with eligible respondents were completed.

SOURCES: Weiss, C.H. and M.J. Bucuvalas. "Truth Tests and Utility Tests: Decision Makers' Frames of Reference for Social Science Research". American Sociological Review, 45 (April 1980):302-13.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Other (social science research studies)	01 02 03 04 05 06 (07) 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Uncodable	01 02 03 04 05 06 07 08 (09)
Research Methods.....	Interview	01 02 03 04 (05) 06 07 08 09
Analytic Methods.....	Multivariate	1 2 3 (4) 5 8 9
Analytic Focus.....	Non-qualitative	1 (2) 8 9
Reliability.....	Not reported	(1) 2 8
Validity.....	Not reported	(1) 2 8
Definition of Use.....	Conceptual	1 (2) 3 8 9
Object of Use.....	Uncodable	1 2 3 4 5 6 8 (9)
Practice Area and Population.....	Mental Health, Policy Makers at the Federal, State and Local Levels	

EMBEDDED FIGURES TEST

AUTHOR: Herman A. Witkin

AVAILABILITY: Witkin, Herman A. Consulting Psychologists Press, Inc. 577 College Avenue, Palo Alto, CA 94306.

PURPOSE: The Embedded Figures Test is designed to measure the degree of "field independence" an individual process. Field Independence is the degree to which an individual experiences "... his surroundings analytically, with objects experienced as discrete from their backgrounds."

VARIABLES: The Embedded Figures Test measures field-independence and field dependence. Witkin defines this dimension of perceptual functioning: The person witha more field-independent way of perceiving tends to experience his surroundings analytically, while the person with a more field-dependent way of perceiving tends to experience his surroundings in a relatively global fashion.

DESCRIPTION: The EFT consists of twenty-four complex, colored figures, in each of which one of eight simple geometric figures is embedded. The eight simple figures are also printed on separate cards so that they can be presented to the respondent independent of the embedding context. A shortened form using only the first twelve items of the series has been shown to correlate in the mid-90's with the total test. In addition, a group form of the test has been copyrighted by the Educational Testing Service. The group form contains sixteen figures, with the complex figures falling on one page and the simple figures on the other. Special instructions for children are also available.

DEVELOPMENT: The impetus for Witkin's adaptation of Gottschaldt's figures was his dissatisfaction with the interpretations offered by the universal visual Gestalt view of the part-whole relation, or Gibson's view of the efforts of postural factors in explaining the perceptual property of "uprightness". Witkin instead developed the ideas of field-independence and field-dependence to account for differences in individual perceptions, and devised the test to measure these cognitive phenomenon.

RELIABILITY/ VALIDITY:

Five studies of the reliability of the 24-item test have shown a median coefficient of .92, with a three-year test-retest reliability of .89 for both young adult men and women. The corrected odd-even reliability of the short form is .88.

As to construct validity, Longenecker (1956) compared the EFT with two forms of the Holtzman Form-Recognition Test (Holtzman, 1955) to test whether a distinction exists between embedding fields and merely distracting fields. These correlated at .54 and .46 with EFT. Concurrent validity is suggested by the correlations of .46, .77 and .69 in three separate comparisons of the EFT with the Thurstone Gottschaldt test of flexibility and closure.

ADMINISTRATION:

The 24-item test is administered by the experimenter, who first shows the subject a complex figure for fifteen seconds and asks him to describe its overall pattern. Next he presents the simple figure as it is embedded in the complex one. The simple figure must be found in the upright position and in the size it appears above. The time is noted for the subject to trace the simple figure within the complex one, which is his score. The time limit for each of the twenty-four items is five minutes. If he cannot find this figure, the time is noted and marked as incorrect, the watch is started up from that time and the subject continues to try to find the simple figure. The short form of twelve items has a three minute time limit per item, while a group form imposes a total time limit of fifteen minutes for sixteen figures. For group form, the response format is a multiple choice among five alternative simple figures. The score on the group form is the number of simple figures successfully found within the fifteen-minute time limit. High mean scores indicate field dependence; low mean scores indicate field independence.

SOURCES:

Witkin, H.A. "Individual Differences in Care of Perception of Embedded Figures." Journal of Personality, Vol. 19, (1950):1-15.

Witkin, H.A. "Cognitive Development and The Growth of Personality." Acta Psychologica, Vol. 18 (1961):245-57.

Holtzman, W.H. Tentative Manual: The Holtzman Form-Recognition Test. University of Texas, 1955 (mimeo).

Witkin, H.A., R.B. Dyk, H.F. Faterson, D.R. Goodenough, and S.A. Karp. Psychological Differentiation: Studies of Development. New York: Wiley, 1962.

ORGANIZATIONS COLLABORATING TO IMPROVE EDUCATIONAL PRACTICE

AUTHOR: Robert K. Yin and Margaret K. Gwaltney

AVAILABILITY: Yin, R.K. and M.K. Gwaltney. Organizations Collaborating to Improve Educational Practice. Cambridge, MA: Abt Associates, 1981.

PURPOSE: The purpose of this study was to advance the understanding of how and why interorganizational collaboration produces positive knowledge utilization outcomes.

VARIABLES: The study primarily focused on how different interorganizational arrangements worked successfully to provide knowledge utilization services.

Three types of outcomes and eight types of explanations were examined. The outcomes included: goods and services (e.g., product catalogs, workshops and conferences); utilization outcomes (e.g., initiation of a planning or assessment activity); a change in educational practice (e.g., innovation); dysfunctional outcomes--the costs of collaboration (e.g., the added time needed to reach a decision because more participants must be consulted, the confusion of responsibilities that may be created by an interorganization arrangement).

The explanations include (at the organizational level) mutual exchanges, access to external funds, mandates to collaborate, formal agreements, and conflict mediation as well as (at the interpersonal level) self-fulfillment and career advancement (14).

DESCRIPTION: This case study focused on three Regional Educational Agency arrangements selected based on several criteria including successful operation for a number of years. The three differed in several ways--the student population served (urban, suburban, rural) and, in addition, each arrangement existed within a different state structure and legal mandate. Each of the (REA) arrangements was visited twice and each provided numerous documents and records about its activities.

DEVELOPMENT: The immediate roots of this study come from experience with the ABT Associates R&D utilization program. The authors examined various aspects of this program including the role of regional educational agencies. The authors were interested in determining whether these regional educational agencies also provided longer lasting, more significant lessons in improving interorganizational collaboration.

ADMINISTRATION:

For each case study, data were collected about four activities: 1) staff development services; 2) a linker assistance service; 3) an information retrieval service; 4) any broader organizational issues that appeared to affect these three services. The first three were selected because they represented the basic way in which information can be transferred. The fourth activity was selected because it sets the first three activities within a context that is potentially relevant for explaining the operation and outcomes of the other three activities.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Regional Educational Agency Arrangements	01 02 03 (04) 05 06 07 08 09
Sampling.....	Purposive	01 (02) 03 04 07 08 09
Design.....	Case Study	01 (02) 03 04 05 06 07 08 09
Research Methods.....	Multiple methods	01 02 03 04 05 06 (07) 08 09
Analytic Methods.....	Ratings	1 (2) 3 4 5 8 9
Analytic Focus.....	Nonqualitative	1 (2) 8 9
Reliability.....	Not reported	(1) 2 8
Validity.....	Not reported	(1) 2 3
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Other	1 2 3 4 5 6 (8) 9
Practice Area and Population.....	Regional Educational Agencies, Policy-makers and practitioners.	

A REVIEW OF CASE STUDIES OF TECHNOLOGICAL INNOVATIONS IN STATE AND LOCAL SERVICES

AUTHOR: Robert K. Yin, Karen Heald, Mary Vogel, Patricia D. Fleischauer, Bruce Vladeck

AVAILABILITY: Yin, Robert K., Karen Heald, Mary Vogel, Patricia D. Fleischauer, Bruce Vladeck. A Review of Case Studies of Technological in State and Local Services. Santa Monica: The Rand Corporation, 1976.

PURPOSE: The study focuses on 140 case studies of technological innovations in a variety of settings. The major goal of the study was to discover organizational and external conditions, as well as the characteristics of the innovation itself which users perceived to be "critical to the innovative process."

VARIABLES: Four sets of factors impinging on the innovation process were considered variables: 1) characteristics of the innovation itself (hardware, etc), 2) characteristics of the innovating agency (personnel attributes, etc.), 3) external conditions (general social and political conditions, role of professional organizations in "fostering an innovative environment"), and 4) characteristics of the implementation process ("a mix of characteristics of the innovating agency--e.g., participation of service practitioners in early planning- and commitment by top executives-as well as personal attributes of innovations or implementors).

DESCRIPTION: Researchers utilized the case survey method to gather information. This method involves a checklist of closed-ended questions which "reader-analysts" answer in reviewing project final reports, agency-or-consultant-produced formal evaluations, or articles in journals. Generally, researchers utilized Snowball sampling in discovering and evaluating material for inclusion in the sample. Criteria for inclusion included the existence of a written report describing "organizational events in a specific local agency," which described an organization's first use of a technical innovation ("a new machine, material, chemical, computer system, or quantitative analysis.").

Exclusions were made if the report was generated through a trade journal (non-academic) or only as the result of a conference, or appeared before 1965.

DEVELOPMENT: The survey was initiated out of a desire to assess critical characteristics in innovation adoption and implementation. The major hypothesis of the study was that implementation factors would be most critical.

> [This] hypothesis drew directly from the observed failure by two traditional innovation and diffusion frameworks--the research, development and diffusion approach and the social interaction approach--to account for innovation in local organizations. (P. vii)

RELIABILITY/ VALIDITY: Inter-rater reliability was calculated. Coefficient were:

RELIABILITY ANALYSIS OF @# CASE STUDIES
BASED ON RATINGS OF TWO ANALYSIS

Level of Confidence*	Percentage of Responses	Percentage of Agreement	
		Mean	Standard Deviation
Sure	74.4	77.1	7.8
Not Sure	25.6	59.8	15.7
Total	100.0	71.9	6.5

*"Not Sure" includes those responses where one or both analysts were unsure.

Taken from: A Review of Case Studies of Technological Innovations in State and Local Services. The Rand Corporation, 1976.

No validity ratings were reported.

ADMINISTRATION: One-hundred and forty cases were examined using the case study method. Each "reader-analyst" used a closed-ended question checklist (See "Development" above) to analyze the cases. For each case-study, analysts answered checklist questions and gave a "level of confidence" rating 'sure' or 'not sure' for each answer.

SOURCES: Yin, Robert K. and Douglas Yates. "Using the Case Survey Method to Analyze Policy Studies." Administrative Science Quarterly. Vol. 20, (September 1975):371-87.

Zaltman, Gerald, et.al., Innovations and Organizations. New York: John Wiley and Sons, 1973.

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Organization	01 02 03 **04** 05 06 07 08 09
Sampling.....	Purposive	01 **02** 03 04 07 08 09
Design.....	Descriptive case study with Explicit Theory	01 **02** 03 04 05 06 07 08 09
Research Methods.....	Content Analysis	01 02 **03** 04 05 06 07 08 09
Analytic Methods.....	Bivariate Analysis	1 2 **3** 4 5 8 9
Analytic Focus.....	Non-qualitative	1 **2** 8 9
Reliability.....	Reported	1 **2** 8
Validity.....	Not reported	**1** 2 8
Definition of Use.....	Instrumental	**1** 2 3 8 9
Object of Use.....	Evaluation	**1** 2 3 4 5 6 8 9
Practice Area and Population.....	Local Government, Policymakers, Practitioners	

USE OF MARKET RESEARCH

AUTHOR: Gerald Zaltman and Rohit Deshpande

AVAILABILITY: Zaltman, G. and R. Deshpande. "The Use of Market Research: An Exploratory Study of Manager and Researcher Perspectives," Cambridge, MA: Marketing Science Institute, 1980.

PURPOSE: This was an exploratory study designed to explore the factors which influence the effective use of market research by market managers.

VARIABLES: The major sets of variables considered were use of research information, organizational structure of managers' firms, stage of the product life cycle, characteristics of the research report, and extent of interaction between managers and researchers.

DESCRIPTION: Separate instruments were used for managers and researchers. The questionnaire instruments were constructed by modifying questions used in personal interviews to take the form of closed structured items. After preliminary questionnaires asked respondents to focus on the most recently completed marketing research project with which they had been associated.

DEVELOPMENT: The first stage of the study consisted of personal interviews with sixteen individuals in seven firms (ten managers and six research suppliers). The sixteen persons were selected on a convenience basis from large organizations (all in the Fortune 500 group of corporations) and from leading advertising and research agencies.

The personal interviews provided considerable insights into issues to be explored in the mail questionnaires and also a basis for interpreting some of the results obtained from the mail survey data. The questionnaire instruments were constructed by modifying the personal interview questions to take the form of closed, structured queries.

RELIABILITY/ VALIDITY: Reliability coefficients are reported for all variables scales used in the model. All but four of the coefficients are significant.

Two different types of validity were assessed. Inter-item index validity was measured by correlating each item on an index with the index itself (all correlations are significant at 0.001 levels). Convergent validity was measured by correlating selected indices with other items in the questionniares.

ADMINISTRATION: The questionnaires were mailed to two separate cross sectional samples of managers and researchers. The mail survey produced 176 usable responses out of an eligible sample of 397 (44.3% response rate). The final response rate for managers was 86 out of 249 eligible respondents (35%) and for researchers 90 out of 148 eligible respondents (61%).

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....	Other (market managers)	01 02 03 04 05 06 (07) 08 09
Sampling.....	Random	01 02 (03) 04 07 08 09
Design.....	Cross-sectional with statistical controls	01 02 03 (04) 05 06 07 08 09
Research Methods.....	Questionnaire	01 02 03 04 05 (06) 07 08 09
Analytic Methods.....	Multivariate	1 2 3 (4) 5 8 9
Analytic Focus.....	Non-qualitative	1 (2) 8 9
Reliability.....	Reported	1 (2) 8
Validity.....	Reported	1 (2) 8
Definition of Use.....	Instrumental	(1) 2 3 8 9
Object of Use.....	Market research report	1 (2) 3 4 5 6 8 9
Practice Area and Population.....	Marketing, managers and researchers	

APPENDICES

A SAMPLE PROCEDURE ABSTRACT FORM
B SAMPLE STUDY PROFILE
C FREQUENCY DISTRIBUTIONS FOR STUDY PROFILES

APPENDIX A

PROCEDURE ABSTRACT FORM

AUTHOR:

AVAILABILITY:

PURPOSE:

VARIABLES:

DESCRIPTION:

DEVELOPMENT:

RELIABILITY/
VALIDITY:

ADMINISTRATION:

SOURCES:

APPENDIX B

STUDY PROFILE

DIMENSION	DESCRIPTION	CODE
Unit of Analysis.....		01 02 03 04 05 06 07 08 09
Sampling.....		01 02 03 04 07 08 09
Design.....		01 02 03 04 05 06 07 08 09
Research Methods.....		01 02 03 04 05 06 07 08 09
Analytic Methods.....		1 2 3 4 5 8 9
Analytic Focus.....		1 2 8 9
Reliability.....		1 2 8
Validity.....		1 2 8
Definition of Use.....		1 2 3 8 9
Object of Use.....		1 2 3 4 5 6 8 9
Practice Area and Population.....		

APPENDIX C

FREQUENCY DISTRIBUTIONS FOR STUDY PROFILES

CROSSTABS FOR NIE HANDBOOK DATA 27-Aug

File NONAME (Creation date = 27-Aug-82)

UNIT UNIT OF ANALYSIS

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
INDIVIDUAL	1.	26	44.8	46.4	46.4
DYAD	2.	2	3.4	3.6	50.0
SMALL GROUP	3.	3	5.2	5.4	55.4
ORGANIZATION	4.	8	13.8	14.3	69.6
OTHER	7.	17	29.3	30.4	100.0
UNCODABLE	9.	2	3.4	Missing	100.0
	Total	58	100.0	100.0	

Mean	3.393	Std err	0.350	Median	2.500
Mode	1.000	Std dev	2.619	Variance	6.861
Kurtosis	-1.560	Skewness	0.459	Range	6.000
Minimum	1.000	Maximum	7.000		
Valid cases	56	Missing cases	2		

CROSSTABS FOR NIE HANDBOOK DATA 27-Aug

File NONAME (Creation date = 27-Aug-82)

SAMPLE SAMPLING DESIGN

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
CONVENIENCE	1.	8	13.8	14.3	14.3
PURPOSIVE	2.	39	67.2	69.6	83.9
RANDOM	3.	4	6.9	7.1	91.1
CENSUS	4.	5	8.6	8.9	100.0
NOT AVAILABLE	8.	2	3.4	Missing	100.0
	Total	58	100.0	100.0	

Mean	2.107	Std err	0.101	Median	2.013
Mode	2.000	Std dev	0.755	Variance	0.570
Kurtosis	1.742	Skewness	1.132	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 56 Missing cases 2

- -

CROSSTABS FOR NIE HANDBOOK DATA 27-Aug

File NONAME (Creation date = 27-Aug-82)

DESIGN

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
CASE STUDY-NO THEORY	1.	4	6.9	10.3	10.3
CASE STUDY-THEORY	2.	10	17.2	25.6	35.9
LONG-CROSSECT-NO STA	3.	4	6.9	10.3	46.2
LONG-CROSSECT-STAT C	4.	4	6.9	10.3	56.4
QUASI-EXP-NO CONTROL	5.	17	29.3	43.6	100.0
NOT AVAILABLE	8.	2	3.4	Missing	100.0
UNCODABLE	9.	17	29.3	Missing	100.0
	Total	58	100.0	100.0	

Mean	3.513	Std err	0.243	Median	3.375
Mode	5.000	Std dev	1.520	Variance	2.309

Kurtosis	-1.544	Skewness	-0.334	Range	4.000
Minimum	1.000	Maximum	5.000		
Valid cases	39	Missing cases	19		

CROSSTABS FOR NIE HANDBOOK DATA 27-Aug

File NONAME (Creation date = 27-Aug-82)

METHOD RESEARCH METHOD

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
STRUCTURED OBS	4.	2	3.4	3.4	3.4
CONTENT ANALYSIS	3.	10	17.2	17.2	20.7
INTERVIEWS	5.	5	8.6	8.6	29.3
QUESTIONNAIRES	6.	28	48.3	48.3	77.6
MULTIPLE METHODS	7.	13	22.4	22.4	100.0
	Total	58	100.0	100.0	

Mean	5.483	Std err	0.194	Median	5.929
Mode	6.000	Std dev	1.478	Variance	2.184
Kurtosis	-0.118	Skewness	-1.063	Range	5.000
Minimum	2.000	Maximum	7.000		
Valid cases	58	Missing cases	0		

CROSSTABS FOR NIE HANDBOOK DATA 27-Aug

File NONAME (Creation date = 27-Aug-82)

METHOD ANALYTIC METHOD

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
THEORICAL GENERALIZA	1.	7	12.1	13.2	13.2
RATINGS OR CODES	2.	16	27.6	30.2	43.4

BIVARIATE ANALYSIS	3.	15	25.9	23.3	71.7
MULTIVARIATE ANALYSI	4.	14	24.1	26.4	98.1
OTHER	5.	1	1.7	1.9	100.0
NOT AVAILABLE	6.	3	5.2	Missing	100.0
UNCODABLE	7.	2	3.4	Missing	100.0
	Total	58	100.0	100.0	

Mean	2.736	Std err	0.145	Median	2.733
Mode	2.000	Std dev	1.059	Variance	1.121
Kurtosis	-0.943	Skewness	-0.047	Range	4.000
Minimum	1.000	Maximum	5.000		
Valid cases	53	Missing cases	5		

CROSSTABS FOR NIE HANDBOOK DATA 27-Aug

File NONAME (Creation date = 27-Aug-82)

FOCUS ANALYTIC FOCUS

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
QUALITATIVE	1.	13	22.4	22.4	22.4
NON-QUALITATIVE	2.	45	77.6	77.6	100.0
	Total	58	100.0	100.0	

Mean	1.776	Std err	0.055	Median	1.856
Mode	2.000	Std dev	0.421	Variance	0.177
Kurtosis	-0.161	Skewness	-1.358	Range	1.000
Minimum	1.000	Maximum	2.000		
Valid cases	58	Missing cases	0		

CROSSTABS FOR NIE HANDBOOK DATA 27-Aug

File NONAME (Creation date = 27-Aug-82)

RELIAB RELIABILITY REPORTED

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
[redacted] REPORT	1.	33	56.9	56.9	56.9
REPORTED	2.	25	43.1	43.1	100.0
	Total	58	100.0	100.0	

Mean	1.431	Std err	0.066	Median	1.379
Mode	1.000	Std dev	0.500	Variance	0.250
Kurtosis	-1.988	Skewness	0.286	Range	1.000
Minimum	1.000	Maximum	2.000		
Valid cases	58	Missing cases	0		

CROSSTABS FOR NIS HANDBOOK DATA 27-Aug

File NONAME (Creation Date = 27-Aug-82)

VALIDITY VALIDITY REPORTED

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
[redacted] REPORT	1.	39	67.2	68.4	68.4
REPORTED	2.	18	31.0	31.6	100.0
NOT AVAILABLE	8.	1	1.7	Missing	100.0
	Total	58	100.0	100.0	

Mean	1.316	Std err	0.062	Median	1.231
Mode	1.000	Std dev	0.469	Variance	0.220
Kurtosis	-1.387	Skewness	0.814	Range	1.000
Minimum	1.000	Maximum	2.000		
Valid cases	57	Missing cases	1		

CROSSTABS FOR NIS HANDBOOK DATA 27-Aug

File NONAME (Creation Date = 27-Aug-82)

DEFUSE DEFINITION OF USE

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
INSTRUMENTAL	1.	40	69.0	71.4	71.4
CONCEPTUAL	2.	14	24.1	25.0	96.4
SYMBOLIC	3.	2	3.4	3.6	100.0
UNCODABLE	9.	2	3.4	Missing	100.0
	Total	58	100.0	100.0	

Mean	1.321	Std err	0.073	Median	1.200
Mode	1.000	Std dev	0.548	Variance	0.295
Kurtosis	1.326	Skewness	1.473	Range	2.000
Minimum	1.000	Maximum	3.000		

Valid cases 56 Missing cases 2

CROSSTABS FOR NIE HANDBOOK DATA 27-Aug

File NONAME (Creation date = 27-Aug-82)

OBJUSE OBJECT-OF-USE

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
PROJ REPORT-EVALUATI	1.	8	13.8	19.5	19.5
SCI REPORT OR	2.	13	22.4	31.7	51.2
POLICY-MGT INNOVATIO	3.	6	10.3	14.6	65.9
PERS-EMBODIED INNOV	5.	6	10.3	14.6	80.5
OTHER	6.	8	13.8	19.5	100.0
NOT AVAILABLE	8.	2	3.4	Missing	100.0
UNCODABLE	9.	15	25.9	Missing	100.0
	Total	58	100.0	100.0	

[redacted]ean	3.171	Std err	0.202	Median	2.462
Mode	2.000	Std dev	1.670	Variance	3.495
Kurtosis	-1.080	Skewness	0.463	Range	5.000
Minimum	1.000	Maximum	6.000		
Valid cases	41	Missing cases	17		